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ABSTRACT

The study developed a pilot interview schedule and analyzed the decision-making process of 326 central Nebraska 1973 high school graduates relative to their educational/occupational choices during the following year. Data were gathered through personal interviews with the graduates and a telephone survey of their parents and were analyzed to discover personal and organizational influences on the decision-making process, specifically: (1) graduates' high school experience and achievement; (2) influence of school personnel; (3) students' information-search activities; and (4) parents' characteristics, attitudes, activities, and degrees of their involvement and of their influence. Also examined were: (1) the various stages in the timing of the graduates' decisions; (2) the financial and nonfinancial factors considered by the graduates, and their effect on the final choice; and (3) the graduates' perceptions of education's purpose and of the school's responsibility for helping students with decision-making. The results were analyzed with reference to the type of postsecondary activity engaged in by the graduates. The report is divided into three sections of approximately equal length: (a) a description of the study and discussion of the findings, (b) 119 tables of data, and (c) copies of the parents' telephone interview and graduates' interview schedules. (Author/AJ)

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FINAL GENERAL REPORT

EDUCATIONAL AND OCCUPATIONAL CHOICE

(In three sections. See pages vii, Ti, and Gi)

An Analysis of the Decision-Making Process
of
Central Nebraska High School
Graduates of 1973

David B. Schadt, Project Director

Concordia College, Seward, Nebraska

Sponsored by:

The Public Post-Secondary Coordinating Council

The Board of Regents of the University of Nebraska

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The State Board of Technical Community Colleges

With the cooperation of

The Study Commission on Undergraduate Education

And the Education of Teachers

September 1975

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ABSTRACT

FINAL GENERAL REPORT

EDUCATIONAL AND OCCUPATIONAL CHOICE

David B. Schadt, Project Director

The purpose of this study is to analyze the decision-making process of central Nebraska high school graduates of 1973 relative to their choice of what to do educationally or occupationally in the year following graduation from high school.

The study reveals the personal and organizational influences on the decision-making process, analyzing more extensively the graduates' high school experience and achievement, more specific influences of high school personnel and the information search activities engaged in by the graduates before making their decision. It thoroughly explores the characteristics, attitudes, activities, and degree of involvement of the graduates' parents and their effect on the graduates' choice. It examines the various stages in the timing of the graduates' decisions and extensively examines the financial and nonfinancial factors considered by the graduates and their effect on the final choice. It presents what the graduates think is the purpose of a high school and college education and what additional things they think public post-secondary schools and colleges could do to help students decide about occupations and post-secondary education. The results were analyzed by the type of post-secondary activity (State University, State College, Community College or Proprietary School, Private or Out-of-State College, and Not-in-School) engaged in by the graduates.

The data were gathered through a telephone interview survey of 483 parents of a disproportionate random sample of all of the American high school graduates of seven central Nebraska counties (Adams, Buffalo, Hall, Howard, Kearney, Phelps, Sherman) and a personal interview survey of 326 graduates, children of the parents interviewed, nine to eleven months after graduation. The sample analyzed was weighted to the population size (2,251 graduates) and proportions on the basis of two known population parameters, the number and sex of graduates in each county.

The following conclusions were arrived at from the study. The parents of those graduates attending a post-secondary school or college were more likely to have a higher education, a white-collar occupation, and a higher income than were those of graduates not-in-school, but they were much more likely to be more active participants in the decision-making process, to stress post-secondary education more, and to want their child to have at least a four-year college education. Same age friends and older siblings were almost as frequent partners in discussing plans as parents.

The high school guidance counselors appeared to be performing in a formal advisory role and the importance of teachers and classroom activities in assisting the graduates was surprisingly low. Grade averages in high school were directly related to whether graduates attended college or not, but whether the graduates' high school program was college preparatory or not had a greater effect.

Over one-half of the graduates not-in-school were interested in obtaining post-secondary schooling, but they reported that they did not enroll in the year after graduation due to lack of finances or the desire to take a break. One of the most important reasons given for attending a post-secondary school or college was the necessity of schooling for the occupation desired. Those in a four-year college or university also gave as a reason the belief that the experience would make their life more interesting.

Except for the use of the high school job file, the most influential search activities engaged in by the graduates involved personal contact with knowledgeables in post-secondary activities. The graduates suggested that high school students' decision-making could be aided if post-secondary schools and colleges would disseminate more specific information regarding occupations, educational programs, and financial aid.

This study should prove helpful to those who desire to assist high school students in their post-secondary decision-making by providing an indication of what kinds of assistance are needed and where and when that help can be provided most effectively.

ACKNOWLEDGMENTS

Considerable assistance from a variety of persons made the successful completion of this study possible. I appreciate the contributions of all those persons connected in any way with this study. There are a number of persons I would like to name because they had a particularly large part in the completion of certain phases of the process.

Dr. Anne Campbell was the general liaison with the supporting agencies. The Directorate of the Study Commission on Undergraduate Education and the Education of Teachers, especially Paul A. Olson, the Director, and Larry Freeman, the Associate Director, gave support and encouragement. Mrs. Cathy Dixon, Kathy Smizek, and Margaret Jacobs were responsible for typing the interview schedules and the whirlwind production of the preliminary report.

The services of the Bureau of Sociological Research at the University of Nebraska - Lincoln were utilized from the interviewing process through the programming of the data. Dr. David R. Johnson, Director of the Bureau at the beginning of the project and Dr. Hugh P. Whitt, the Director at the project's completion provided methodological consultation.

Mrs. Marilyn Waldron supervised an excellent team of interviewers. Mrs. Irene Bettenhausen, who supervised the sociology majors who did the coding, did most of the keypunching and conscientiously shepherded the project through the office. Bill Jones, Bill Lockwood, and other Bureau programmers did a massive amount of work in making the data accessible

from the computer.

In the final phase of writing the report, Ken Bickel and several other Concordia College students did clerical work on the Table presentations. Mrs. Beryl Arnold edited and typed the Final General Report with good humor and a great deal of expertise.

Especially appreciated are the high school principals who supplied us with the lists of their 1973 graduates, and those graduates of 1973 and their parents who were interviewed.

The high schools from which the sample of graduates was taken are listed as follows, by county:

Adams - Adams Central, Hastings, Hastings Catholic, Kenesaw, Roseland

Buffalo - Amherst, Elm Creek, Gibbon, Kearney, Kearney Catholic, Pleasanton, Shelton

Hall - Central Catholic, Doniphan, Grand Island, Northwest, Platte Valley Academy, Wood River

Howard - Centura, Elba, St. Paul

Kearney - Axtell, Minden, Wilcox

Phelps - Bertrand, Holdrege, Loomis

Sherman - Litchfield, Loup City

DESCRIPTION OF
MACHINE READABLE FILES

The survey data, organized in three files, is programmed to use the extensive data analysis capabilities of the Statistical Package for the Social Sciences. The three files, Parent Telephone Interview Survey (N-483), Graduate's Personal Interview Survey (N-326), and Parents' Personal Interview Survey (N-125), are combined in a larger Archive System, making it possible to relate variables between files as well as within files. Those who desire to further analyze the data must obtain a copy of the interview schedules. Each possible question or statement requiring a response in the interview schedules is programmed as a variable. When requesting analysis of specific items or combinations of items from an interview schedule the requester must give the page number, the question number, and the adjacent column number listed on the right margin of the schedule, and the type of analysis desired. A copy of the interview schedules for the Parent Telephone and the Graduate's Personal Interview surveys may be obtained from the University of Nebraska System Headquarters.

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FINAL GENERAL REPORT

EDUCATIONAL AND OCCUPATIONAL CHOICE

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CHAPTER I

ABOUT THE STUDY

Purpose and Sponsorship

The Sample

The Parent Telephone Interview Survey

The Graduate's Personal Interview Survey

Racial Composition of the Sample

Weighting the Sample to Population Size

Presentation of the Data

Two Samples as Population Estimates

CHAPTER I

ABOUT THE STUDY

Purpose and Sponsorship

The purpose of this study is to provide empirical information for educational decision-makers in Nebraska about why high school graduates elect to enroll in various types of post-secondary educational institutions or choose to immediately enter occupations. The focus of the study is on various factors considered in decision-making by new entrants into the post-secondary educational and occupational world and the effect of personal and societal influences in the individual's decision-making process.

The second objective of the study is to serve as a pilot project for the testing and development of an interview schedule to be used with an adequate State sample of Nebraska high school graduates.

The Nebraska Study of Educational and Occupational Choice among high school graduates was conducted by David B. Schadt, as project director, using the research capabilities of the Bureau of Sociological Research at the University of Nebraska - Lincoln, David R. Johnson, Director. The research was sponsored by the Public Post-Secondary Coordinating Committee, including the University of Nebraska System, the State Colleges, and the Technical Community Colleges of Nebraska, with the assistance of the Study Commission on Undergraduate Education and the Education of Teachers.

The Sample

The study was conducted in a seven-county area of central Nebraska, using a sample of all of the 1973 high school graduates of high schools in those counties. The lists of graduates from each high school, both public and private, were secured through the full cooperation of superintendents and principals of the districts involved. There were 2,251 high school graduates in 1973. The study is based on an initial disproportionate stratified random sample used to insure a sample size adequate for analysis of graduates from the smaller schools and counties with low college-going rates in 1972. The study was not designed to draw a proportionate sample from each school, but rather to insure that graduates from certain size schools and all counties would be represented.

The counties in which the sampling was done were grouped in three categories according to college-going rates at traditional counties, as follows: Buffalo and Kearney with 1972 college-going rates of .507 and .506, respectively; Phelps, Adams, and Hall whose respective rates were .370, .339, and .314; and Howard and Sherman, with college-going rates of .276 and .225.* The first county group (A) was given a weight of 1.5; the second county group (B) was given a weight of 1; and the third county group (C) was weighted by 2 in order to secure a greater proportion of interviews from those counties with a smaller number of 1973 high school graduates.

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*Traditional College Enrollments '72. The Nebraska Higher Education Facilities Commission, pp. 20-22.

The Parent Telephone Interview Survey

The first stage of the study was a telephone survey of parents of the graduates. Initially the sample for the telephone interview of parents of the graduates was drawn from the lists of high school graduates from the seven counties, less foreign students. The sample proportions were equal to the weighted population proportions for three county groupings.

The actual sample of parents obtained, however, varied somewhat from that desired, with the proportion in county group B being lower and that in county group C being higher (Table 1).

The parent telephone sample is 21.5% of the actual number of parents of high school graduates of 1973 in the seven-county area, less foreign students' parents. The sample proportion, relative to the actual number of graduates per county, ranges from a high of 44.2% in Sherman County to a low of 15.4% in Adams County.

Exactly 483 parents of graduates completed a twenty-five minute telephone interview at which time the address and telephone number of the graduate was secured, along with other information pertaining to factors which may have been influential in the graduate's decision-making.*

The Graduate's Personal Interview Survey

The second stage of the study was a personal interview survey of graduates whose parents had been interviewed by telephone. Interviewers attempted to contact each of the 483 graduates. In addition to refusals, in some cases addresses were incorrect, or the graduate had moved, or was otherwise inaccessible and could not be contacted. For those graduates residing out of Nebraska a portion of the interview schedule was mailed to them. A total of 326 high school graduates was interviewed. The average length of the interview was one hour and forty minutes. The proportion of graduates actually interviewed for the three county groupings was almost identical to the weighted proportions sought (Table 2).

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*The parents interviewed over the telephone were also asked if they would consent to a personal interview which would include their spouse. Three hundred nine or 64% of the parents consented to such an interview. Subsequently, 135 parent interviews were conducted in their homes. The parent personal interviews will be analyzed in a future report.

This graduate sample is 14.5% of the actual number of high school graduates of 1973 in the seven-county area, less foreign students. The sample proportion, relative to the actual number of graduates per county, ranges from a high of 33.1% in Sherman County to a low of 10.3% in Adams County.

Racial Composition of the Sample

The racial composition of the sample is 97.4% white (Table 3). There were very few minority individuals among the graduates in the seven-county area. An attempt was made to secure interviews with minority graduates of 1973 in Lincoln, Nebraska, and to secure interviews with all of the minority graduates in the seven-county sample. After contacting the relatively few minority graduates in the two general locations, the attempt to secure a special minority sample was abandoned due to the expense of pursuing other minority graduates and the inaccessibility of a concentration of those graduates. Such a sample would have been desirable to have had in order to see what, if any, variations in the factors involved in decision-making might be due to the conditions of minority status.

The minority graduates completed interview schedules which may be suggestive for the development of a future survey including an adequate number of minority graduates. Those interview schedules are on file with all of the study data at the Bureau of Sociological Research, in the Sociology Department at the University of Nebraska - Lincoln.

Weighting the Sample to Population Size

For this report both the Parent Telephone Interview respondents and those of the Graduate's Personal Interview were given weights which, first, reflect the actual proportions of graduates from each county and the sex distribution within each county and, second, inflate the sample frequencies to the size of the actual number of high school graduates of 1973 in the seven-county area. A different set of weights is used for each sample (Tables 4 and 5). The weighted total is designated Wt. N.

Presentation of the Data

A decision was made to present the percentage tables using the weighted samples expanded to the population size of 2,251 graduates rather than presenting the weighted samples at the actual sample sizes in order to clearly indicate the number of graduates being discussed in the report. The disadvantage of inflating the sample sizes is in eliminating the use of inferential statistics. However, for the purposes of this report, which presents a comparison of five types of post-secondary activity, the use of percentages as descriptive statistics clearly and accurately presents the basic findings of the study.

The data is analyzed in this report mainly using a cross tabulation with the type of post-secondary activity in which the respondent was engaged. The five categories used are:

1. Those who were attending the University of Nebraska; 97.3% at the Lincoln campus.
2. Those who were attending a State College; 94.5% at Kearney State College.
3. Those who were attending a Community College or a Proprietary School; 64.6% in Community Colleges (90.3% of those in a Community College were attending Central Technical Community College)
4. Those who were not-in-school; 79.8% working.
5. Those who were attending a Private College or a College outside of the State of Nebraska; 86.1% in Private Colleges (Table 6).

In some cases the sex of the graduate was also used to interpret the pattern of responses. In all cases the basic response pattern of all respondents to each relevant question is presented in the report.

Two Samples of Population Estimates

As a method of collecting data the Parent Telephone Interview, when weighted to reflect the population proportions of county high schools and the sex distribution, is more reliable as an estimate of the actual demographic and ecological characteristics of the high school graduates of 1973 and their parents than is the Graduate's Personal Interview Survey. The Parent Telephone Interview sample is larger and was a more reliable method of securing a random sample which would reflect the actual population distribution.

On the other hand, when the attitudes and opinions of graduates regarding educational and occupational choice are examined, the distribution of responses should be considered quite reliable as an estimate of the factors involved in the decision-making process and the subsequent choice.

Though the data presented in this report are inflated to the population size of the high school graduates of 1973 from the seven counties, statistics were calculated using the sample size. In discussing the differences and similarities between the graduates in various types of post-secondary activities percentaged, a difference of at least ten percent has been considered throughout as having both substantive and statistical significance. The statistical level of significance used was the .05 level, indicating that there is only a 5 percent chance that the sample difference reported in the test would not be the actual difference in the population.

In addition, the magnitude of the index of the measure of association, Kendall's Tau B, whenever presented, is statistically significant at the .05 level.

In the tabular presentation of the data the percentages were rounded to the nearest percent, with 01.5% and greater being rounded up, and any of a percent below 01.0% being rounded up to 01%. Zero is true zero throughout. In the description and comparison of the parents' and graduate's samples in Chapters I and II the same rounding principle was used; however, the percentages were rounded to the nearest tenth of a percent. Rounding sometimes results in an error in the percentage totals presented in the tables which is slightly smaller or greater than 100 percent.

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CHAPTER II

COMPARING THE SAMPLE WITH THE POPULATION

Purpose of the Section

The purpose of this section of the report is to present basic demographic and ecological data about the graduates and their parents. There are two facets of this purpose. First, on the basis of the Parent Telephone Interview Survey, to give a best estimate of the demographic and ecological characteristics of the graduates of 1973, and their parents, from the seven-county area and, second, to compare the same distributions from the Graduate's Personal Interview sample to those best estimates in order to see how closely the graduates interviewed represent the actual graduates of 1973 on the basis of those characteristics.

Summary Conclusions

The conclusions regarding the Graduate's Personal Interview sample weighted to the known population parameters of county and sex distribution, are:

1. Those not-in-school graduates are underrepresented;
2. The proportion in the various types of post-secondary schools and colleges is only estimated through the Graduate's Personal Interview and, probably, those who were attending the University of Nebraska are overestimated due to the ease with which they were contacted by the interviewers;

3. The sex distribution of the unweighted sample was close to the actual sex distribution, but the weighted sample represents the sex distribution of the 1973 graduates population exactly since sex was one of the weighting factors;
4. Those from a farm or village of 2,500 or under are overrepresented and those from a town of 10,000 to 50,000 inhabitants are underrepresented;
5. The sample slightly underrepresents those graduates who lived in their high school community two years or less, but the overall pattern is similar to that of the population;
6. The graduates' estimate of their parents' combined yearly income is considerably at variance with the parents' reports. In addition, fewer graduates estimated parental income than did the parents of graduates interviewed..

Parents are more likely than their children to possess the knowledge to give an accurate report of their yearly income. Therefore, this analysis of these data uses the parent's report of parental income as the most accurate representation of parent's actual yearly income.

What Graduates Were Doing

Parents reported in the Parent Telephone Interview Survey conducted in February, 1974, what their son/daughter was doing at that time. Employed in a job were 36.3%; 53.7% were in some post-secondary school; 3.3% were in the Armed Forces; 3.7% were married and not working; and 3.0% were doing other things. Clearly, over one-half of the graduates were engaged in some post-secondary schooling since they left high school (Table 7).

The "Graduate Interview" collection of educational and occupational information was based on the kind of activity most representative of what he or she had been doing since June 1, 1973, and before February 1, 1974. For example, if the graduate had been in a post-secondary school in September, 1973, then that experience was recorded as the most representative activity. The distribution was as follows: 31.3% were primarily employed in some job; 49.8% were in a four-year college or university; 14.1% were in a community college or proprietary school; 2.4% were in the Armed Forces; 1.5% were married and not working; and 0.9% were doing other things (Table 9).

In short, as shown in the Parent Telephone Interview Survey, 53.7% were in some post-secondary school, and 46.3% were not (Table 7), while the Graduate's Personal Interview shows 63.9% were enrolled in some post-secondary school, and 36.2% were not (Table 8).

Unfortunately, since parents were not asked (in their telephone interview) in which specific type of post-secondary school or college their son/daughter was enrolled, there is no check on the proportion of graduates distributed among the various types of post-secondary schools and colleges secured through the Graduate's Personal Interview Survey.

Type of Post-Secondary Activity by County

The study site was selected partly on the basis of the wide differences in traditional college-going rates among the seven counties. The traditional college-going rates for the class of 1972 was based on the senior class enrollment in the Fall of 1971, while the Parent Telephone Interview Survey for the graduates of 1973 was based on a sample from the lists of Spring graduates of 1973, less foreign student graduates. Therefore, college-going rates would be expected to be higher because seniors who did not graduate were not included in the 1973 lists. Another reason for a higher percentage in school was that results from the Parent Telephone Interview Survey do not indicate whether those graduates in some post-secondary school were enrolled in a traditional college, or in a community college or proprietary school.

The traditional college-going rates for the senior class of 1972 are by county: Buffalo, .507; Kearney, .506; Phelps, .370; Adams, .339; Hall, .314; Howard, .276; and Sherman, .225. The graduates of the senior class of 1973, according to the Parent Telephone Interview Survey, have a post-secondary school and college-going rate by county as follows: Buffalo, .537; Kearney, .730; Phelps, .501; Adams, .474; Hall, .564; Howard, .438; and Sherman, .613 (Table 10). Obviously, the rates are higher for each county in 1973 since additional post-secondary schools and colleges were included. However, when the comparison is made, Kearney remains high, but Buffalo appears in the middle of the relative rates, and Sherman County - rather than having the lowest rate - is second highest, while Hall County shifted from fifth to third.

The Graduate's Personal Interview Survey is not a reliable indicator of this kind of information since those attending some post-secondary schools were more easily contacted by the interviewers, giving an inflated proportion attending school in each county (Table 11). Nevertheless, the proportions attending the various types of post-secondary schools may give an indication why the relative ranking of the counties varied so from the 1972 ranking (Table 12). A high proportion of those graduates interviewed in Sherman County in school were in community colleges or proprietary schools. Sherman County had one of the lower traditional college-going rates in 1973, but so did Buffalo County, second only to Sherman in the proportion interviewed going to a community college or proprietary school.

Sex of Graduates

The Parent Telephone Interview Survey secured interviews with parents of 249 male graduates (51.6%) and 234 female graduates (49.4%) (Table 4). In the Graduate's Personal Interview Survey sample, there were 159 males (48.6%) and 169 females (51.4%) (Table 5). This compared favorably with the actual proportions of 1973 graduates. Out of a total of 2,251 high school graduates, 1,146 (50.9%) were male and 1,105 (49.1%) were female (Tables 4, 5). Each sample was weighted to reflect the actual sex ratio of graduates in each county. Using the weighted samples, there is a higher proportion of males among those graduates not-in-school in both samples, and slightly more female graduates in school. The two samples are very similar with regard to the sexual distribution (Tables 13, 14), indicating that it is highly probable that the Graduate's Personal Interview Survey represents the sex distribution of the actual population, even with regard to the sex distribution of graduates in school and not-in-school.

The proportions of male and female graduates in various types of post-secondary schools may be compared, using data from the Graduate's Personal Interview Survey. A considerably higher percentage of males who were attending college than females were enrolled at the University of Nebraska (42.1% to 30.7%). A somewhat greater percentage of females than males were enrolled in a State college (22.4% to 28.5%), or in a private or out-of-state college (15.1% to 22.2%), and a similar proportion was enrolled in a community college or proprietary school (Table 15).

Age of Graduates

There is no indication of the graduate's age in the Parent Telephone Interview Survey, so there is no base for comparison, but the graduates were asked their age in the Graduate's Personal Interview Survey (Table 16). Most graduates (58.1%) were 18 years of age as of May 31, 1973, with 38.7% being seventeen, and 3.3% either nineteen or twenty. More of those graduates not-in-school (45.5%) and those attending a State college (42.9%) were seventeen and, thus, proportionately younger than graduates in the other types of post-secondary activity (Table 16).

Place of Residence During High School Senior Year

According to the Parent Telephone Interview Survey the graduates were distributed among the places of residence in the following way: 17.3% farm; 3.7% rural/nonfarm; 26.1% from a village under 2,500 population; 4.3% from a town of 2,500 to 10,000; 47.5% from a city of 10,000 to 50,000; and 1.1% from a city of 100,000 to 500,000 population (Table 17).

Results from the Parent Telephone Interview Survey may be contrasted with the results of the Graduate's Personal Interview. The graduates responded to the question, "What was your place of residence when you were in high school?" as follows: 27.0% on farms; 5.7% rural/nonfarm; 18.6% from a village under 2,500 population; 5.0% from a town of 2,500 to 10,000; 43.8% from a city of 10,000 to 50,000 (Table 18). Since there is no city of 100,000 population in the seven-county area, an explanation must be given for the graduates from such a place appearing in the parents' interview results. Those graduates were attending a private religious school, Platte Valley Academy, and their homes were outside the seven-county area. Many of the graduates, whose parents said they lived in a village, named a farm as their place of residence. In spite of these discrepancies, there was a high correlation between the responses of graduates and those of the parents whose son/daughter was interviewed (Tau B = .7765).

The Graduate's Personal Interview Survey may be said to overrepresent, slightly, those graduates from a farm or village and, thus, underrepresent those from a town of 10,000 to 50,000 inhabitants.

Length of Residence in Hometown

Most of the parents of the graduates had lived at their place of residence for over five years (87.3%), which spanned the entire high school career of the graduate. There were 68.1% who had lived in their present place of residence for over ten years (Table 19). Those graduates who were interviewed had a very similar pattern to that of the total parents' survey sample (Table 20). There is a slight underrepresentation in the Graduate's Personal Interview Survey of those who had lived in the community two years or less (4.7% to 7.1%), and a slight overrepresentation of those who had lived there over ten years (70.4% to 68.1%).

Observing the Parent Telephone Interview Survey data (Table 16), indications of whether graduates were in school or not-in-school by length of residence are clearly that those graduates who had lived in their high school community for two years or less were less likely to have gone to post-secondary schools than those who resided there three or more years. This is not shown in the sample of graduates. Only in the case of those living in the high school community one year or less are there more graduates out of school than in school (Table 21). Except for the foregoing observation, and the fact that a higher percentage of graduates responding in the Graduate's Personal Interview Survey were in school, the pattern of post-secondary school attendance is about the same between the two samples, regardless of length of residence.

Graduate's Residence at Time of Interview

Graduate's parents were asked where their son/daughter was living at the time of the interview in March, 1974 (Table 22), and the graduates were asked a similar question in April, 1974. According to the results of the Parent Telephone Interview Survey almost three-fourths of the graduates were reported as living in a city of over 10,000 persons (Table 22). There were 47.6% living in a city of 10,000 to 100,000, almost all of these in a city not larger than 50,000, while 26.7% lived in a city of over 100,000. Of those graduates in some post-secondary school, 86.6% were almost equally divided between cities under 100,000 and those over 100,000. Of those not-in-school, about half (49.7%) were in cities of 10,000 to 100,000, while 34.4% were in a rural setting of a farm or village. Only 10.4% were in cities of over 100,000 population.

The Graduate's Personal Interview Survey, while showing the same pattern, resulted in a higher percentage of those graduates in school being in cities over 100,000 (Tables 22, 23). Among those not-in-school, there was a greater proportion in the rural setting (41.4%) than indicated in the Parent Telephone Interview Survey sample. The larger percentage of those in school being in cities of over 100,000 population is indicative of the high success rate in obtaining interviews from graduates attending the University of Nebraska in Lincoln.

Income of Graduates' Parents

Of the parents interviewed, 88.8% chose to indicate their combined yearly income, before taxes, among eleven income categories. The procedure of weighting population proportions of sex and county increased, slightly, the proportion of respondents in the lower income categories and decreased the proportion in the upper income categories, indicating that perhaps the lower income parents had been undersampled and the upper income parents had been oversampled in the Parent Telephone Interview Survey or, at least, among those who chose to report their yearly income.

The resulting distribution in a condensed form indicates the following: 17.2% below $9,000; 33.3%, $9,000 - $13,499; 24.0%, $13,500 - $17,999; and 25%%, $18,000 - over (Table 25, see column one). The distribution of income is reported in full in column one of Table 24.

There were 80.7% of the graduates who estimated their parents' combined yearly income. When the Graduate's Personal Interview Survey data on parents' income is compared with the Parent Telephone Interview data, it appears that the lowest income category is underrepresented and the highest category is overrepresented in the graduates' sample, with the middle categories almost identical in each sample. (Table 25 - Compare columns one and two.) This is clear, at least, for those graduates who made an estimate. This discrepancy is probably due, in part, to an over estimate of parents' income on the part of the graduates. But that does not eliminate the differences between the parent sample and the graduate sample.

Observation of Table 24 should serve to substantiate the differences. When the report of those parents whose son/daughter estimated parental income (column three) is compared with the estimate of those graduates whose parents reported their income (column four), one can observe that some of the graduates whose parents reported yearly income in the lowest category evidently estimated parental income in a higher category. The discrepancy in the highest income category observed earlier in comparing the two surveys in their entirety did not appear in those cases where both parent and graduate gave an indication of parents' yearly income. When the parents and graduates who jointly indicated parents' yearly income (columns three and four) are compared with all of those parents reporting yearly income (column one), the lowest income category is underrepresented and the highest income category is overrepresented in the cases drawn from the Graduate's Personal Interview Survey.

Parents' Income and Sex of Graduate

The distribution of parental income was practically the same for parents of male graduates and parents of female graduates, with the exception that in the middle categories somewhat more parents of males were in the $9,000 - $13,499 category (35.9% to 30.7%), and a somewhat higher proportion of parents of females were in the $13,500 - $17,999 category (22.1% to 25.8%) (Table 26).

When the graduate's estimate of parents' income is observed, considerable differences between male and female graduates are evident (Table 27). There is a higher proportion of males in the lowest and highest income categories, but, especially, more males were in the highest income category. There were more females in the two middle categories, with the difference between sexes in the $13,500 - $17,999 category being almost as large as the difference in the highest category, and the difference in the $9,000 - $13,499 category being approximately the same as that between sexes in the lowest category.

When a comparison is made between surveys (Tables 26, 27) and the same sex, there are considerably more high income males represented in the Graduate's Personal Interview sample and considerably fewer low income females than in the Parent Telephone Interview distribution. The middle categories seem to be underrepresented among the males of the Graduate's Personal Interview Survey while these are overrepresented among the females in comparison with the same sex in the Parent Telephone Interview Survey.

Parents' Income and Post-Secondary Activity

Using the data from the Parent Telephone Interview Survey, an inspection of the relationship between the income of parents of graduates and the type of post-secondary activity the graduate was engaged in (Table 28) reveals that a disproportionate number of those in the upper income category (about $18,000) are in a post-secondary school or college, and a disproportionate number of those in the lower income category (below $9,000) are not-in-school. Between the middle income categories the proportions are similar, with a somewhat higher proportion not-in-school than expected. There is clearly a relationship between parental income and whether a graduate pursued post-secondary schooling, though not as great as might be anticipated.

The Graduate's Personal Interview Survey (Table 29), on the other hand, appears to present a different picture. The estimated income of parents of those not-in-school, compared to those in school, is substantially underrepresented in the lowest income category, considerably overrepresented in the next lowest category, underrepresented in the next highest category, and represented in a proportion equal to those in school in the highest category.

Compared to the distribution of parental income as reported in the Parent Telephone Interview Survey (Table 28), the graduate's estimates from the Graduate's Personal Interview Survey (Table 29) are distributed among those not-in-school such that graduates whose parents are in the highest income category are overrepresented by 13% and graduates whose parents' income is in the lowest category are underrepresented by 11%. Of the two middle categories, the lower is overrepresented by 5% and the higher is underrepresented by 7% (Tables 28, 29). When the distributions of the two samples are analyzed in their entirety, the conclusion we must draw is that the graduates' estimates of parental yearly income in the Graduate's Personal Interview Survey does not represent the actual income distribution of those not-in-school, but that the in-school estimate probably is representative of the actual proportions.

A more accurate representation of the income of parents of the graduates is the report of the parents of graduates interviewed. When the distribution of the family incomes of those graduates whose parents reported their yearly income (Table 30) is compared with that of all parents reporting their yearly income (Table 28) the two distributions are seen as quite similar. This similarity extends to the parental income distributions of both graduates in-school and those not-in-school. The greatest difference between the two samples is a four percent difference in each of the two middle income categories of graduates not-in-school. The reports of parents of graduates interviewed probably are more accurate because the children, even of post-high school age, have less exact knowledge of their parents' income than, of course, the parents would. The distribution of the parental income of those graduates in the Graduate's Personal Interview Survey, whose parents reported their income, is similar to that of the parental income of the graduate population. Since it is more accurate, and appears to more closely represent the actual distribution of parental income in the population, the parents' report of income (Table 30) should be used in any analysis of these data.

when parental income is involved. It is used whenever there is an analysis involving parents' yearly income in this report.*

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*Though the Wt. N totals for all graduates in Table 28 and Table 30 are almost identical, the samples are not the same, nor are they the same size since different weighting combinations are used for each sample. The results of Table 28 are based on Parent Telephone Interview weights and those of Table 30 are based on Graduate's Personal Interview weights.

CHAPTER III

PERSONAL INFLUENCES

Parents' View of Personal Influences

Graduates' View of Personal Influences

Personal Influences by Sex

Personal Influences by Post-Secondary Activity

Educational and Occupational Discussion

Friends

Organizational Influences

CHAPTER III

PERSONAL INFLUENCES

Parents' View of Personal Influences

The personal and organizational influences on the graduate's decision about what to do after high school were identified by the parents in response to an open-ended question. The question was, "What individuals or organizations, if any, would you say were important personal influences on your son's/daughter's decision to do whatever he/she decided to do in the year after high school?"

The question secured the identification of those persons influencing the graduates (Table 31). The graduate himself/herself was mentioned most often (38%) by the parents' response as being an important personal influence on his/her decision to get a job or go to school. The second most chosen influence mentioned by the parents was a teacher in the high school (24%). Parents (18%) mentioned themselves third most often chosen. Brothers and sisters were considered by 13% of the parents as an influence on what the graduate decided. Following them was the school guidance counselor (12%). Same-age friends were mentioned by only 7% of the parents. If boyfriend, or girlfriend, or spouse is added to this number, we find that an additional 4% of the parents mention the graduate's friends as an important personal influence. Surprisingly, 14% of the parents could name no person who was influential, or would not answer that item of the interview.

Graduate's View of Personal Influences

The graduates were asked which of a number of persons influenced their plans for after high school, and how important each was. The question was structured, but included an alternative response for the inclusion of persons not listed. The graduate could identify the person as having a great deal of influence, being somewhat influential, or not at all influential. In addition to indicating the degree of influence each person had, the graduates were asked to choose the three most important personal influences of those who had a great deal of influence.

The graduates identified themselves (94%) as having a great deal of influence in their post-secondary school plans (Table 32), and ranked themselves as one of the most important influences (79%) (Table 33). The graduate's father and mother, though a distant second to self, were each named almost equally as often as being very influential (Table 32). Mother was indicated as having a great deal of influence by 41% of the graduates, and father was designated by 40%. They were chosen among the top three most influential persons 35% and 39% of the time, respectively (Table 33).

Friends were more likely to be designated as being somewhat influential (55%), but they were similar to older brothers and sisters as the fourth most important category of persons, and were chosen as having a great deal of influence by 21% of the graduates. Older brothers and sisters were chosen as having a great deal of influence by 23%, and as somewhat influential by 46% of those graduates who had older siblings (Table 32).

In terms of the most influential ranking, friends were chosen considerably less frequently than older brothers and sisters - 13% as compared with 23%, even though there were more respondents with friends than with older siblings (Table 33). If the 91 graduates with no older brothers or sisters are subtracted from those whose older siblings had no influence, it can be observed that 33% of those who had older brothers or sisters chose them as among the most influential personal influences. No other categories of persons were chosen by over 10% of the graduates as among the top three most influential persons. Clearly, family members were the most important sources of influence on a high school student's educational and occupational decisions.

Teachers and guidance counselors were similar as the next most important source of influence (Table 33), though almost half of the graduates, in each case, said they were not at all influential (49% and 48%, respectively) (Table 32). Teachers were chosen by 15%, and guidance counselors were chosed by 11% as having a great deal of influence. Principals were generally not considered influential (83%) by most of the graduates.

It is worthwhile to note here that parents differed from the graduates in choosing teachers more than themselves as being influential in their son's/daughter's decision-making (Tables 31, 32). Other adults, relatives younger or same age, principals or vice principals, clergymen, or State employment service officers were designated as not at all important influences by over half of the graduates, though relatives outside of the immediate family and other adults not mentioned were considered as having a great deal of influence by slightly over 10% of the graduates (Table 32).

Personal Influences by Sex

When personal influences are examined, comparing the sexes, there is little difference in the general pattern (Table 32). However, male graduates selected father (42%) as having a great deal of influence more often than mother (35%), while female graduates chose mother (48%) more often than father (38%). Although a similar proportion of each sex chose father as having a great deal of influence, females chose mother considerably more often than did males.

The female graduates chose friends their own age as having had a great deal of influence somewhat more than did the males (25% and 18%, respectively). Considerably more males saw their teachers as not at all influential (55%) than did females (43%).

Personal Influences by Post-Secondary Activity

When considering the relative influence of the various types of persons reported by graduates in terms of the five post-secondary educational and occupational activities only a few clear differences are found between them (Table 34). Generally speaking, the rank order of influence is the same for each type of graduate. The graduate considered himself-herself as most influential through all categories. Considerably fewer graduates attending community colleges and proprietary schools ranked either of their parents (father 25%, mother 26%) as having a great deal of influence over their post-secondary plans than did those who went to a traditional college or university. The graduates not-in-school were much like the community college respondents, except that a higher proportion chose father, mother, or older sibling as having a great deal of influence. There is a marked difference between the proportion of graduates at the University who said their parents were not at all influential (father 3%, mother 6%) and graduates in other post-secondary categories, with the exception of the graduates in State colleges regarding mother's influence. The difference ranges from 6% to 26%.

The graduates in the community colleges and proprietary schools had a markedly lower proportion who considered their older brother or sister as having a great deal of influence (4%) than graduates in all of the other categories. Friends were chosen most often as not at all important influences by those graduates attending community colleges and proprietary schools (31%). Friends were considered as having a great deal of influence by a similar proportion in every category (about 20%).

Those not-in-school had the highest proportion who considered the teachers and the guidance counselor as not at all important (67% teachers, 62% guidance counselor). The graduates in State colleges had the highest proportion who considered the teachers and the guidance counselor as a great influence, and those in the University and the State colleges had the fewest who said the guidance counselor and teachers were not at all important.

Educational and Occupational Discussion

Graduates discussed their educational and occupational plans for after high school with their parents and friends most frequently. Graduates were asked to indicate how much discussion about their educational and occupational plans they had with each of twelve types of persons. These twelve types were father, mother, older siblings, same-age or younger siblings, other relatives, guidance counselors, teachers, principals or assistant principals, clergymen, State employment service officers, other adults, same-age friends, and self. They could also add others not mentioned. The responses available as answers to the question were "never," "seldom," and "often" (Table 35). About 70% of the graduates said they talked with their mother often, and only 3% said they never talked with her. Friends were sedond most frequently chosen for discussion as 66% of the graduates reported they talked with them often. Only 6% never discussed plans with friends. Fathers were reported by 59% of the graduates as persons with whom they discussed their educational and occupational plans often. Only 8% never discussed those plans with their father.

Older brothers and sisters were participants in discussions often with 43% of those graduates who had them. About 14% of the graduates reported they never talked with their older brothers or sisters about their plans.

Approximately one-third of the graduates reported that they discussed often with their school guidance counselor (33%) or a teacher (31%), but 20% said they never talked with the guidance counselor or teacher about post-secondary plans. A younger or same-age sibling, relatives outside the immediate family, and other adults were partners in discussion about post-secondary plans with about half of the graduates, though not very many graduates discussed with those persons often. Over two-thirds of the graduates never talked with high school principals or assistant principals, clergymen, or State employment service officers.

There were no differences based on sex or type of post-secondary activity worth noting.

Friends

Though graduates generally did not indicate that they chose what they actually did after high school because of what their close friend(s) intended to do, many did indicate that friends were an important influence on their subsequent choice, and most said that they discussed educational and occupational plans with friends. Graduates were asked what most of their close friends had done since graduation (Table 36). The proportion of close friends in a post-secondary school or college (63%), and of friends not-in-school (37%), was similar to those proportions of graduates in the Graduate's Personal Interview Survey sample.

When type of post-secondary activity is considered, the percentages clearly indicate that most of the close friends of nearly all of those graduates in post-secondary education were also in school while most of those graduates not-in-school said most of their close friends were not in school (Table 36). Those graduates in community colleges and proprietary schools were definitely similar to graduates in colleges and universities, nevertheless, more of them had most friends not-in-school--about 31%, compared to 20% or less in the other post-secondary schools.

Organizational Influences

Organizations were not named by parents as important influences very often. Only 8% of the parents mentioned an organization as being an influence on their child's post-secondary decisions. Of those who did mention an organization, more mentioned a church or church group than any other.

A substantial majority of graduates (63%) reported that their impression was that the church to which they belonged exhibited no preference regarding members continuing in education after high school (Table 37). A large minority (35%) perceived their church as encouraging post-secondary education. Virtually no churches (1%) were perceived as discouraging post-secondary education. Over half of those graduates attending private and out-of-state colleges perceived their church as encouraging members to continue their education. Those graduates not-in-school had the lowest proportion (28%) who perceived their church as encouraging post-secondary education.

Even though 35% of the graduates perceived the church as encouraging post-secondary education, 90% said that their church did not influence their decision to continue school or get a job (Table 38). There were no impressive differences between the graduates in the various types of post-secondary activity, though considerably more private and out-of-state graduates said their church influenced them to continue their education.

About 97% of the graduates reported they belonged to at least one voluntary organization while in high school (Table 39). About 72% said they were members of from two to nine voluntary organizations. They were fairly evenly distributed among the number of organizations. Only 5% of the graduates belonged to only one organization. The remaining number belonged to more than nine organizations. The largest number of organizations to which any graduate in the sample belonged was 1[illegible].

The graduates reported generally that they perceived that most voluntary organizations to which they belonged (64%) showed no preference regarding whether members should continue their education after high school (Table 40). About 36% of the organizations to which they belonged were perceived to encourage their members to continue education after high school, and no more than one percent were perceived as discouraging their members from securing post-secondary education.

CHAPTER IV

GRADUATES' HIGH SCHOOL EXPERIENCES

Graduates' High School Program

Graduates' High School Program and Post-Secondary Activity

Graduates' Academic Achievement

Graduates' Assessment of Own Intelligence

Graduates' Ability to Complete College

Hours Worked on Job in High School Senior Year

CHAPTER IV

GRADUATES' HIGH SCHOOL EXPERIENCES

Graduates' High School Programs

Among the three high school programs which the graduates said they had pursued, 39% had a general program, 46% indicated theirs was academic or college preparatory, and 15% said their program was vocational or technical (Table 41).

There was little difference between participants in programs on the basis of sex (Table 40).

Graduates' High School Programs and Post-Secondary Activity

Most of the graduates who had been in a college preparatory program (78%) were in a traditional college or university, but 16% were not-in-school, and 6% went to a community college or proprietary school (Table 42). Of those who took a general program, 51% were not-in-school, 33% were in a traditional college or university, and 17% were in community colleges. Those who had taken a vocational or technical program were not-in-school for the most part (65%); and of those in post-secondary schools, the greater proportion were in community colleges or proprietary schools (30%), and only 6% were in traditional colleges and universities.

There were differences in the proportions of graduates from various high school programs within each type of post-secondary activity. Distribution within each type of post-secondary activity by percentages on the basis of activity is clearly shown (Table 42). The graduates not-in-school and those in community colleges and proprietary schools are indicated in similar proportions from the three types of high school programs. Of the not-in-school graduates, 54% reported they took a general program, 20% took an academic or college preparatory program, and 26% took a vocational or technical program. Of those attending community colleges and proprietary schools, of the high school programs taken 48% were general, 21% college preparatory, and 31% vocational or technical. Those enrolled in the University, State colleges, or private and out-of-state colleges were similar, with most (about 73%) having had the college preparatory program, while approximately 25% had taken a general program. Only about two percent had taken a vocational or technical program.

Graduates' Academic Achievement

The graduates' grade distribution, secured from self-reporting, showed the following: 21% mostly A (90-100); 27% half A and half B (85-89); 17% mostly B (80-84); 25% half B and half C (75-79); 9% mostly C (70-74) and below (Table 44).

When the grades of male and female graduates were compared it was clear that the high school girls, as a whole, had higher grades than the boys (Table 44). In comparison, 31% of the girls and 11% of the boys had a grade average at mostly A, and 29% compared with 26% at a grade average of half A - half B. The highest concentration of males was in the half B - half C grade range--33% compared with 17% of the girls. The median score for the girls was half A - half B, and for the boys it was in the mostly B range.

It is most clear to observe the effect of grades on the graduate's choice of post-secondary activity by examining what those persons at the different grade levels chose to do (Table 46). Those students who had grades of mostly A, almost all (92%) went to some post-secondary school or college (Table 44). Those who did not were all females (Table 46). Of those with grades of half A - half B, 31% chose not to go into post-secondary education. Forty-four percent with mostly B grades, 50% with half B - half C, and 72% of those with mostly C or less did not attend a post-secondary school or college (Table 46). In all of these grade categories there was little difference between the sexes, except of those with mostly B grades where 53% of the females, compared with 37% of the males, chose not to go into post-secondary education (Table 46).

When the graduates are grouped on the basis of the type of post-secondary activity they had entered, the grade distribution is clearly related to various types of activity in different ways (Table 45). Those in four-year colleges or universities were more likely to have had high grades--at least 65% with grades of half A - half B, and above. Those is community colleges and proprietary schools showed a distribution considerably lower than those in traditional colleges, and somewhat higher than the not-in-school graduates, namely, 65% with grades of mostly B and above. Those graduates not-in-school had the most (18%) with grades of C or below, the least with mostly A (4%), and only 48% of those graduates had grades of mostly B or above.

Graduates' Assessment of Own Intelligence

As an independent means of estimating how the graduates ranked among the other students in their high schools, the graduates were asked how bright or intelligent they thought they were in comparison to other senior students in their high schools (Table 47). The results were as follows: 17% among the brightest, 37% above average, 43% average, and 3% below average. Graduates in community colleges and proprietary schools were similar to those not-in-school in their self-assessment, showing a majority of each as considering themselves average.

Among those who perceived themselves as among the brightest were 91%, and of those who thought they were above average were 70% who went into some kind of post-secondary education (Table 48). Of those who perceived themselves as average, 52% were not-in-school, and 79% of those who said they were below average also were not-in-school. All of those who said they were below average and were in school were in either community colleges, proprietary schools, or private or out-of-state colleges.

Using Kendall's Tau B as a descriptive measure of association between the graduate's assessment of relative brightness and the self-report of high school grades there is a high correlation of .64.

Graduates' Ability to Complete College

The graduates were asked if they had the ability to complete college (Table 49). Only 24% of those who said yes, they definitely did have the ability were not in some post-secondary school or college. Of those who said, yes, probably, 47% were not-in-school. Among the graduates, 74% of those who were not sure of their ability, 75% of those who doubted it, and all of those who thought they definitely did not have the ability were not in some kind of post-secondary education.

When the graduates' opinions of their ability to complete college are examined by type of post-secondary activity, it is clear that those not-in-school include a substantial proportion who definitely believe they have the ability to complete college (39%), and a slightly greater proportion who think they probably can (43%) (Table 50). When compared to those in some post-secondary school or college, the difference is that in each college category there is a considerably higher proportion of those who are definite about their ability to complete college, and considerably fewer who say they are not sure, doubt it, or definitely do not have the ability.

Hours Worked on Job in High School Senior Year

Most graduates worked at jobs when they were seniors in high school. The average number of hours worked on a job by graduates during the senior year in high school was from eleven to fifteen (Table 51). There were 22% who did not work in their senior year. Of those who worked, the average was from sixteen to twenty hours per week. There were 9% who worked over thirty hours per week.

When the type of post-secondary activity is taken into consideration, those attending a community college or proprietary school had the highest proportion working the greatest number of hours. There were 60% who worked over fifteen hours per week. Only 14% did not work during their senior year. Though not substantially different, there were more graduates in State colleges working less than six hours, and fewer working over 25 hours. Only 48% of the graduates in a State college were working over fifteen hours per week. Those graduates not-in-school were second only to the graduates in a community college or proprietary school in those working over fifteen hours per week (53%). However, of those not-in-school considerably more were not working (23%). A similar proportion (24%) of graduates at the University were not working while in high school. Only 42% of them were working over fifteen hours. The category having the lowest proportion working over fifteen hours (22%), and the category with the greatest proportion not working (35%) were the graduates in a private or out-of-state college.

CHAPTER V

HIGH SCHOOL INFLUENCES

An Overview

Guidance Counselor

Teachers

Administrators

CHAPTER V

HIGH SCHOOL INFLUENCES

An Overview

Even though it appeared that high school personnel were not very influential in the plans of the graduates for after high school, in response to the question asking how much overall help with occupational planning they received, 21% of the graduates indicated their high school personnel (teachers, counselor, principal, librarian, etc.) gave them a lot of help. Forty-four percent said they got some help with occupational planning, 27% said they got only a little help, and 8% of the graduates said their high school personnel gave them no help at all (Table 52).

More graduates not-in-school received less helpful assistance than graduates in either community colleges and proprietary schools or those in a traditional post-secondary school (Table 52). About 70% of the graduates in a university, 75% in State colleges, and 69% in private and out-of-state colleges, and 63% in community colleges and proprietary schools said they received some or a lot of help with occupational planning from their high school personnel. Of those not-in-school, 55% said they received some or a lot of help. About 20% of all students in traditional colleges considered it a very important reason for their attendance at college that teachers or counselor thought they should attend. This was true for 30% of those in State colleges, but only 17% at a university, and 11% at private and out-of-state colleges (Table113).

Guidance Counselor

Though the guidance counselor was not evaluated by many graduates (11%) to have greatly influenced their plans for after high school, 41% did say that he/she influenced their plans somewhat (Table 31). Only 20% said they never discussed their occupational or educational plans for after high school with a guidance counselor, and 46% said they seldom did. There were 34% who said they discussed those plans often with a counselor (Table 53).

In response to the question, "Did you feel you could usually get to see a guidance counselor when you needed one?", 86% said they could see the guidance counselor when needed. Only 11% said they could not see the counselor when needed, and 3% said they never needed one, or their school did not have one (Table 54).

Most graduates (73%) felt that the guidance counselor usually had the information they needed. However, 22% said that the guidance counselor usually did not have the information needed, 4% said they never needed a counselor, and only one percent said their school did not have one (Table 55).

It appears that most guidance counselors were working at their jobs, since 71% of the graduates said the guidance counselor had, at some time, initiated talks with them about their educational or occupational plans (Table 56). In their senior year, a considerable proportion of the graduates (45%) said they talked with the guidance counselor about their post-high school plans four or more times (Table 57). There were 34% who said they talked with him/her two or three times, 11% who said they talked with the guidance counselor once, and 9% who said they never talked with a guidance counselor.

The following questions were asked: (1) "Did the guidance counselor ever try to influence your plans for after high school?" and (2) "In what direction did he/she try to influence you?" (Table 58). Over 50% of the graduates said the counselor did not try to encourage them or discourage them with regard to any of the possibilities, except that of going to college. With regard to going to college, 64% said the counselor encouraged them. The only activities to which the counselors discouraged graduates to any extent were in finding a spouse and getting married (36%), getting a job immediately after high school (29%), entering the armed forces (17%), and entering an on-the-job training program of apprenticeship (15%). Although the counselor was usually non-committal, he/she was reported often to encourage the student to enter some post-secondary schooling; go to a university (41%), go to a college (64%), go to a technical college for an academic program or a three-year nursing school (26%), or go to a trade or business school or technical college (36%).

If the counselor's attempts to influence the graduate were looked at in terms of the graduate's eventual post-secondary activity it was clear that most graduates had been encouraged to go into the kind of post-secondary activity they eventually entered (Table 58). In every category of post-secondary activity, except those who were in a community college or proprietary school (49%), a majority had been encouraged to go to a four-year college - from a low of 58% of those not-in-school to a high of 88% attending private and out-of-state colleges. A considerable proportion of those attending a community college or proprietary school (60%) and those not-in-school (66%) had been encouraged to attend a vocational, technical, or proprietary school by their counselor.

A majority of those attending the University had been encouraged to do so (64%). Of those in private and out-of-state colleges, 59% had been encouraged to go to a university, as were 41% of those not-in-school. Though they were not discouraged from attending a university, substantially fewer graduates at State colleges (25%) and at community colleges or proprietary schools (9%) had been encouraged to attend a university.

Only among those attending a community college or proprietary school (43%), or those not-in-school (41%), had a substantial proportion been encouraged to take an academic program in such a community college or diploma nursing school.

Of those attending a community college or proprietary school, 60%, and of those not-in-school, 66%, were encouraged by their guidance counselor to enter a vocational, technical, business, or trade school. Few others were encouraged.

Only those not-in-school had been encouraged an appreciable amount to enter an apprenticeship or on-the-job training program (23%), or to get a job immediately after high school (13%). A considerably lower proportion of graduates not-in-school (11%) than other categories of graduates, had been discouraged from getting a job immediately after high school. Graduates in community colleges and proprietary schools had the next lowest proportion discouraged (29%).

Teachers

As was pointed out earlier, the high school teacher was at least as important as a source of educational and occupational guidance as a school guidance counselor. About 31% of the graduates reported they often discussed educational and occupational plans with a teacher (Table 34), and 49% said they had seldom discussed those plans with a teacher.

A teacher was considered as having a great deal of influence on post-secondary plans by 15% of the graduates, and 36% considered the teacher to be somewhat influential (Table 31).

A majority of the graduates (65%) said, "Teachers expressed their interest in me by initiating talks with me about my educational and occupational plans for after high school." (Table 59) That left a considerable minority of 35% who could not recall being asked by a teacher, during their high school years, about their post-secondary plans. There was a considerable proportion involved in each type of post-secondary activity who reported that no teacher had initiated talks, from a low of 22% of graduates in State colleges to a high of 47% of graduates not-in-school.

Although teachers did not initiate talks with 35% of the graduates, only 21% said they never talked with the teacher about plans for after high school in their senior year (Table 60). However, 10% said they talked only once with a teacher about these matters in their final year. A considerable number talked with a teacher six or more times (23%), and 45% said they talked about post-high school plans from two to five times with a teacher in their senior year. Again, those graduates not-in-school had the highest proportion (34%) who had not talked about their post-secondary occupational or educational plans with a teacher. Only 11% of those at a university or at a State college and 13% attending a private or out-of-state college had not talked with a teacher about those plans. There were 22% of those in community colleges and proprietary schools who had not talked with their teachers about post-secondary plans in their senior year.

Administrators

The principal and assistant principal did not appear to have much contact with the graduates, but they are in a position which makes discussion of future plans difficult. There were 69% of the graduates who reported that they had never discussed future plans with the administrators (Table 34), and 83% who said they were not influential (Table 31). Only 23% said their principal or assistant principal ever initiated talks with them about post-secondary plans (Table 61), and only 34% said they had talked with those administrators at least once in their senior year about their future plans (Table 62).

CHAPTER VI

INFORMATION SEARCH ACTIVITIES

- Popular Information Search Activities
- Information Search by Post-Secondary Activity
  - Graduates at the University of Nebraska
  - Graduates in Private and Out-of-State Colleges
  - Graduates at State Colleges
  - Graduates at Community Colleges and Proprietary Schools
  - Graduates Not in Post-Secondary School
- Summary

CHAPTER VI

INFORMATION SEARCH ACTIVITIES

Popular Information Search Activities

There are various activities in which a person may engage, and various persons to whom an individual may talk, while in high school, in order to secure information which would help in decision-making about post-high school educational or occupational pursuits. A list of seventeen types of activities was given the graduates. They were asked to indicate if they had participated in any of these during high school, and, if they had, if it was once or twice, or several times.

Two-thirds or more of the graduates had particpated one or more times in the following: talked with a college or university student about their school, discussed jobs in class when they were related to class subject, talked with workers in jobs about their job, watched films about jobs and careers, talked with students in a vocational school or technical college, and visited a four-year college or university (Table 63).

Between one-half and two-thirds of the graduates reported that they had participated in these other activities: used the school files of materials on jobs, visited a place of work to observe what jobs were like, wrote for materials about a four-year college or university program, talked with an official of a college or university about the school, and attended a "job fair" or career day.

It appears that graduates were engaged in considerable educational and occupational search activities, though only six of the seventeen activities were engaged in by over 20% of the graduates three or more times (Table 64). Those activities were: talked with students in a college or university about their school (39%), used school files on jobs (25%), watched films on jobs (25%), talked with workers in jobs about their job (24%), talked with students in community colleges and proprietary schools about their school (23%), and had discussions about jobs in class when related to the subject being studied (20%).

The number of times students engaged in an activity did not necessarily indicate the importance of the activity as an influential source of information for their post-secondary decision-making. The students were asked which of the seventeen activities they participated in while in high school were among the three most influential sources for securing information which helped them decide specifically what they were going to do after high school (Table 65). The most influential activities chosen by over one-fifth of the graduates were: talked with students in a four-year college or university (41%), talked with workers in jobs about their job (32%), used school files on jobs (24%, talked with students in community colleges and proprietary schools about their school (24%), talked with an official or teacher of a college or university about going to his/her school (21%), and visited a four-year college or university (20%). The last two activities were engaged in more than a couple of times by only 15% of the graduates (Table 64). Those who chose the foregoing activities as most influential included those who engaged in the activities only one or two times, as well as those who engaged in them three or more times.

Information Search by Post-Secondary Activity

When the search activities of the graduates were analyzed by type of post-secondary activity some distinct patterns related to the various types of activity emerged. A profile of the high school search activities of graduates in each type of post-secondary activity is presented in this section.

Graduates at the University of Nebraska. -- The Search activities of those graduates who were attending the University of Nebraska exhibit the following pattern. Not surprisingly, the most frequently engaged in activity by the most students and the most times was talking to students in a four-year college or university about jobs. Over 60% of those graduates talked with students in a four-year college and university, visited such a college, wrote for materials from that kind of school, used the high school job file, talked with workers about their job, and talked with an official or teacher of a four-year college or university about his/her school (Table 63). Over 20% of those graduates considered those search activities as most influential (Table 65). Of those activities, over 50% considered talking with the students in a four-year college or university as most influential.

Graduates in Private and Out-of-State Colleges. -- Those graduates in private and out-of-state colleges were involved in all of the many search activities engaged in by those in the University of Nebraska, but there were three other activities included. Those similarities are that over 60% of those graduates talked with students in four-year colleges and universities, talked with workers on jobs, used the high school job file, talked with officials or teachers from a college, visited a four-year college or university, and wrote for materials from such a college. In addition, over 60% of those graduates participated in a job fair or career day, had discussions in class about jobs related to the subject studied, and visited industry and offices to see what jobs were like (Table 63). They wrote considerably more often for materials from a four-year college or university, were considerably more active in talking with officials and teachers of a college, and had visited such a college more often than graduates in other post-secondary categories (Table 64). Those search activities that were most influential for graduates in the University were influential for those graduates, too, with the exception of the school files on jobs, which was replaced by writing for materials describing jobs as most influential (Table 65). Over 50% considered talking with students attending a four-year college or university as most influential.

Graduates at State Colleges. -- The pattern of search activities of the graduates in State colleges was similar to those graduates in the University of Nebraska, but with the notable additions of those shared with graduates in community colleges and proprietary schools and those not working. Those activities are: talking with students in community colleges and proprietary schools, discussion in high school class about jobs related to subject studied, and watching films on jobs or careers (Table 63). The same activities considered most influential by graduates in the University were considered by over 20% of those graduates as influential, except for talking with workers in jobs. Over 50% considered talking with students in a four-year college or university as most influential (Table 65).

Graduates at Community Colleges and Proprietary Schools. -- Those graduates in community colleges and proprietary schools exhibited a pattern of search activity which shared some activities in common with the responses of the graduates in the University; however, the modal activities were different and there were additions and omissions which made their pattern of search activity distinctive. Over 70% of those graduates talked with students in a four-year college or university, used high school job files, and talked with workers in jobs (Table 63). The profile also included the following activities in which 70% said they participated at least one time; talked with students in a community college or proprietary school about their school, discussed jobs in class when related to the subject being studied, and watched films on jobs or careers. All of the foregoing activities were common to graduates in State colleges and those not-in-school. Other activities engaged in by over 60% of the graduates in community colleges and proprietary schools were: writing for materials describing jobs, and visiting a community college or proprietary school (Table 63). Over 20% of these graduates engaged in the following search activities three or more times: talked with students in a four-year college or university, used high school job files, talked with students in community colleges or proprietary schools, had discussions in high school classes about jobs related to material studied, and watched films on jobs and careers (Table 64).

The pattern of influential search activities was quite different from those of graduates in colleges and universities (Table 65). The search activity chosen most by graduates in community colleges and proprietary schools was talking with students in that same type of school (45%). Other influential activities chosen by over 20% of the graduates were: talked with workers in jobs, used high school job files, discussions about jobs in class when related to subject matter, wrote for materials from a community or proprietary school, visited such a school, and watched films on jobs and careers.

Graduates Not in Post-Secondary School. -- Those graduates not in a post-secondary school or college had a pattern of participation in the search activities much like that of those in community colleges and proprietary schools. Those search activities which over 60% of the not-in-school graduates participated in at least once were as follows: talked with students in a four-year college or university, used high school job files, talked with workers in jobs, talked with students in a community college or proprietary school, discussed jobs related to subject studied in class, and watched films about jobs (Table 63). Over 20% in each of the search activities mentioned engaged in the activity three or more times while in high school (Table 64).

All of the activities mentioned were designated as one of the three most influential by over 20% of the graduates not-in-school. The search activity chosen most often as most influential (46%) was talking with workers in jobs about their job (Table 65).

Summary

Over 60% of the graduates in each post-secondary activity engaged in the following search activities in high school at least once: talked with students in a four-year college or university, talked with workers in jobs, used school files on jobs, talked with students in a community college or proprietary school, had discussions about jobs in class related to subject being studied. At least 20% of the graduates in each post-secondary activity engaged in the first three mentioned search activities three or more times. Of all search activities mentioned, none were as uniformly influential as those three. It is surprising, given the number of class meetings in a student's high school career, that more graduates did not indicate that they had discussed jobs in the course of their regular classwork.

It is clear, when examining the graduates' responses, the personal contact with students, workers, and officials and teachers of colleges, including visiting a post-secondary school or college, was the most influential search activity engaged in.

In addition to those personal contacts, use of the school job files was considered one of the most influential activities, even by those who were in post-secondary schools and colleges. For those graduates in a post-secondary school or college, securing the materials which they requested from such an organization to describe educational programs was considered among the most influential activities. For those graduates in community colleges or proprietary schools, and those not-in-school, discussions in class about jobs related to the subject being studied were also among the most influential activities. A considerable proportion of those graduates not-in-school said that films on jobs and careers were influential sources of information.

CHAPTER VII

PARENTS AS INFLUENTIAL IN THE DECISION-MAKING PROCESS

Senior Year Discussion with Parents

Parents' Part in Decision-Making

Parents' Educational Ambition for Graduate

Parents Who Had College Plans - Graduate's Perception

General Parental Ambitions as Perceived by Graduate

Parents' Stress on Continued Education

Parental Educational Expectations as Perceived by Graduate

CHAPTER VII

PARENTS AS INFLUENTIAL IN THE DECISION-MAKING PROCESS

In this section a detailed examination will be made of the parents' role in the graduate's decision-making process.

It seems clear from the graduates' responses to the question of who influenced their decision about their post-secondary education or occupation that parents were more influential than other persons. The father and mother were named as either of some influence or a great deal of influence by 85% and 87% of the graduates, respectively (Table 32). The father was named as having a great deal of influence by 40% of the graduates, and the mother by 41%.

Senior Year Discussion with Parents

Talking things over with others and wrestling with the alternatives is an important process leading up to the final decision about what to do after high school graduation. Parents and same-age friends are those with whom the graduates discussed the future most (Table 35). Graduates reported they discussed post-secondary plans often with their mother (70%), more than with their father (59%). Almost all graduates reported they had discussed their future to some extent with their parents (father, 92%, mother 97%).

The graduates were also asked more specifically how often they discussed with their parents during their senior year whether they should continue their education after high school graduation (Table 66). The frequency of discussion ranges from "more than once a week" to "not once in the school year."

There were 24% of the graduates who said they discussed continuing education with their father and 28% with their mother once a week or more. Almost as many graduates said they discussed it several times a month with their father (23%), and with their mother (25%). There were 35% who said they discussed additional schooling with their father, and 31% with their mother from once a month to three or more times in the school year. Relatively few graduates said they talked with their parents about it either one or two times or not at all that year (father, 19%; mother, 15%).

The extent to which the graduates talked about continuing their education with the mother and father in the senior year may be examined in terms of the type of post-secondary activity they participated in after high school (Table 66). Different from those who entered a post-secondary school, a substantial percentage of those not-in-school talked with their parents no more than a couple of times (father, 35%; mother 29%) that year. The highest proportion of those in school who talked with their parents only a couple of times or less were: with father, 10% of graduates in community colleges, and with mother, 10% of graduates in State colleges. There was a very active proportion of those not-in-school (24% with father, 26% with mother) who talked with their parents once a week or more about their plans. This is comparable to the proportion of graduates in a post-secondary school or college, except those in private or out-of-state colleges. Those most active in discussion with their parents were graduates in private and out-of-state colleges. Over 40% of those graduates discussed their post-secondary plans once a week or more with their parents during their senior year.

Parents' Part in Decision-Making

Parents were asked to describe their part in their child's decision-making about his/her post-secondary education or occupational choice (Table 67). Generally speaking, it may be said that most parents (83%) had a part in the decision-making activity. Over one-half (56%) of the parents reported their part in decision-making was in the process, and not in making the actual decision. Only one percent said they made the decision for the graduate, but 27% of the parents said they participated equally with the graduate in making the final decision. If parent participation is divided into three parts based on the degree of involvement in decision-making, disregarding the difference between making the decision and engaging in the process, 34% may be considered as having a high degree of involvement, 27% having a moderate degree of involvement, 22% having a slight degree of involvement, and 17% as not having been involved at all.

When the parents' role in the graduate's post-secondary decision-making is examined on the basis of the type of post-secondary activity the graduates were engaged in it becomes clear that a greater proportion of the parents of those graduates not-in-school had little (24%) or no (31%) part in the decision-making compared with all those in school who had little (20%) or no (10%) part (Table 67). Those parents of graduates in a traditional college were more involved in the decision-making process than of those in a community college or proprietary school. A greater proportion of the parents of graduates in school (30%) shared equally in the decision about what to do after high school than of those parents of graduates not-in-school (21%).

When the relationship between the parents' role in the graduate's post-secondary decision-making and type of post-secondary activity is percentaged with the parents' role as the independent variable (Table 68), the relationship between the parents' involvement and the graduate's post-secondary activity becomes clearer. When the parents were least involved in the decision-making process, that is, when they had no part, there were most graduates not-in-school (65%). The relationship between degree of involvement and school is fairly consistent; however, the greatest participation on the part of the graduates in post-secondary school is of parents who had a large part in the decision-making process. There were 92% in school.

Except for those two kinds of parental involvement, the connection between degree of involvement and participation in post-secondary education is consistent, but not very great. This factor along with others does indicate the importance of parents' participation and expectations in the graduate's decision to enter a post-secondary school or college.

Parents' Educational Ambition for Graduate

Most parents wanted their children to get education beyond high school. When the parent telephone respondents' answer to the question, "How much schooling have you and your spouse wanted your son/daughter to get?" was analyzed on the basis of the ambition of both parents, 80% of the fathers and 80% of the mothers wanted their son/daughter to get some kind of post-secondary education (Table 69). An additional 16% of the parents who wanted their son/daughter to graduate from high school expressed no preference for further education. Only 4% of the parents said they wanted their child to stop after graduation from high school and not secure additional schooling.

Since each parent's educational ambition was similar to the other, the father's ambition was used to examine specific post-high school educational alternatives. The following pattern emerged: 25% of the parents wanted their child to get a vocational, business school, or community college education; 48% of the parents wanted their child to go to a four-year college; and 7% of the parents wanted their child to enter a graduate or professional program after graduating from a four-year college or a university.

When parental ambitions are considered, comparing those whose son/daughter was not in school or in some post-secondary education, two distinct patterns emerge (Table 69). A higher percentage of those parents whose child was not-in-school had lower or more indefinite ambitions than did those whose son/daughter was in some post-secondary school or college. Of those in a post-secondary school 88% of their parents wanted them to have some post-secondary education; for those not-in-school only 64% of their parents were that ambitious. Whereas 73% of the parents of graduates in school wanted their child to go to a four-year college or university, only 21% of the parents of graduates not-in-school had that kind of educational ambition. Those parents of graduates not-in-school had a much higher proportion who wanted their child to go to a community college or proprietary school (43%) than the parents of graduates in school (15%).

The parents of graduates in a community college or proprietary school also had a similarly greater proportion who wanted their child to complete an educational program at a community college or proprietary school (45%) than was the case with parents of graduates in traditional colleges (12%, State colleges; 4%, university and private and out-of-state colleges). However, different from those not-in-school, a considerable proportion of parents of graduates in a community college or proprietary school wanted their son/daughter to go to a four-year college or university (21% and 40%, respectively).

Parents Who Had College Plans - Graduate's Perception

There were 59% of the graduates who indicated their parents seemed to have college plans for them (Table 70). Only 5% said they did not know whether their parents had plans for them. As many as 19% of those graduates were aware of this before they were age 12 (Table 71). During the ages of 12, 13, and 14 an additional 32% became aware of those plans. Most of the remaining graduates became aware of those plans at ages 15 and 16 (20% and 17%, respectively). The remainder (12%) became aware at ages 17 and 18.

Of the graduates in various types of post-secondary activity, 73% at the University of Nebraska; 98% in private or out-of-state colleges; 83% in State colleges; 46% in community colleges and proprietary schools, and only 35% of those not-in-school said their parents seemed to have college plans for them (Table 70). Most of these graduates not-in-school (60%) said their parents did not have plans for them. When compared with other types of post-secondary activity, a considerable minority of graduates in community colleges and proprietary schools (10%) said they did not know whether or not their parents had college plans for them, and 45% believed they did not have plans.

Those graduates whose parents seemed to have college plans for them were asked what financial preparations their parents made. Although 32% were not aware of anything their parents did, 53% believed their parents started saving for their future education early, or invested money in stocks, bonds, or life insurance (Table 72).

In response to a question regarding what nonfinancial preparation their parents made, only 17% of the graduates said there were no preparations of which they were aware (Table 73). About 44% said their parents talked with them about opportunities in college and the importance of college education for their future in rather specific terms. Another 10% said their parents approved of, and generally gave their encouragement to, their decision to enter college; 9% said their parents encouraged them to seek post-secondary school information; 12% said they actively assisted in securing information about colleges, and 4% said their parents encouraged them to go to a specific college.

There were two special ways parents were reported to have prepared their son/daughter for future college. About 12% of the graduates said their parents encouraged high school academic activity beneficial for college education, and 6% said their parents encouraged qualities of thought and character which would be useful for college.

One of the techniques used by parents in talking about college opportunities was relating their own college experiences or talking about other children or relatives who went to college. Parents were reported to have engaged in this kind of activity by 9% of the graduates.

General Parental Ambitions as Perceived by Graduate

A majority of the graduates (59%) indicated that in their homes it was taken for granted that they would continue their education after high school (Table 74).

When analyzed in terms of post-secondary activity, it is clear that the graduates who were in traditional post-secondary education were more likely to have homes in which it was taken for granted that they would continue their education after they graduated from high school (Table 74). Over 80% of those enrolled in a four-year college or university contrasts with 24% of those not in a post-secondary school who indicated they had homes in which some post-secondary education was taken for granted. Those enrolled in a community college or proprietary school whose families took their post-secondary schooling for granted were the same as their proportion in the total sample.

On the other hand, it was almost entirely among the not-in-school graduates that any graduates perceived that it was taken for granted in the home that they would work after high school (Table 75). Of the not-in-school graduates, 44% believed that working after high school was taken for granted, 9% did not know, while only one percent of the graduates in a community college or proprietary school, and in a four-year college or university believed their working was taken for granted.

There was no difference in parental educational expectations between male or female graduates.

Parents' Stress on Continued Education

Graduates perceived that both parents stressed continuing education, with approximately the same proportion for mothers (86%) as for fathers (81%) (Tables 76, 77). Mothers were more likely than fathers to stress continued education a lot (39% and 32%, respectively). The proportion of mothers who stressed continuing education somewhat was 34.7% compared to 30.3% of the fathers. More fathers were perceived to stress continued education, but not mention it, by 19% of the graduates, compared to 12% of the graduates who perceived their mothers using this silent stress method.

Graduates attending traditional colleges and community colleges and proprietary schools indicated in similar proportions that their parents stressed their continuing education beyond high school (over 90% of both parents, except fathers of graduates in State colleges, 83%). The mother was more likely to stress continuing education a lot, except in the case of those graduates in private and out-of-state colleges. This was especially true of State colleges, where 33% of the fathers and 52% of the mothers were perceived to stress it a lot, and with graduates in community colleges and proprietary schools who responded 40% for father and 50% for mother.

The responses of those not-in-school graduates form a different pattern of orientation of their parents. Both mothers and fathers of this category were very similar in having the highest proportion among the post-secondary activity categories who did not stress continuing education after high school (Tables 76, 77). The graduates' responses showed 34%

of both fathers and of mothers either did not indicate a preference, or emphasized getting out and getting a job rather than going to school beyond high school. This may be compared with only 9% of the fathers and 4% of the mothers of graduates in all post-secondary schools and colleges whom graduates said did the same thing. While a higher proportion of the fathers of graduates not-in-school (26%) compared to the mothers (17%) were perceived as stressing continued education, but not mentioning it, more of both parents of those graduates were so perceived than were parents of graduates in school (15% fathers and 8% mothers).

Parental Educational Expectations as Perceived by Graduate

A pair of questions was asked of each graduate to secure their perception of each of their parent's desires for their level of educational achievement, and of their expectations of what their son/daughter would actually achieve. There was no appreciable difference between the parents' response to either question. Since there was little difference between parents, the differences between the presentation of the fathers' desires and expectations were analyzed and presented in a single table (Table 78).

In response to the question, "How much schooling did your parents want you to get?", 49% of the graduates said their father wanted them to go to a four-year college or university, or go to a graduate school, and 20% said he wanted them to go to a community college or proprietary school. Thus, a total of 69% of the graduates perceived their father as wanting them to get some post-secondary education. An additional 23% believed their father wanted them to graduate from high school, but did not care what additional education they got as long as they did what was beneficial for them. Only 7% perceived their father as wanting them to quit school after high school graduation, or before, and only one percent said they did not know what their father wanted.

There was virtually no difference between the fathers' desires and their expectations as perceived by the graduates. The proportion in the "don't know" category increased from one percent to 4%, and those in the "graduate from high school only" category increased from 7% to 11%, while the "graduate from high school, but do what's beneficial" category remained the same (22%).

Generally, the desires and expectations were about the same for male and female graduates.

When post-high school activity was the basis for comparison, specific parental desire for traditional higher education was perceived to be greater by a higher proportion of those attending a traditional college (over 80%), than of those attending a community college or proprietary college (15%), or of those not in a post-secondary school(15%) (Table 78). There were more of those attending a community college who perceived their parents as having educational desires than did those not in post-secondary schools.

The graduates in community colleges had a higher proportion who perceived their father as wanting them to go to a community college or proprietary school (54%) than did those not-in-school (29%). Over one-half of the graduates not-in-school percieved their father as either wanting them to graduate from high school and do whatever they wanted after high school (37%), or to graduate and stop, or to quit before high school graduation (17%). Of the graduates in community colleges, 29% said their father wanted them to graduate from high school and do whatever was beneficial for them, but none of them thought their father wanted them to get only a high school diploma or less. Only 11% each of graduates in the University of Nebraska or in State colleges, and 3% in private or out-of-state colleges said their father wanted them to graduate from high school and do whatever was most beneficial for them. This is the only response other than four years of college or more, to draw the response of over 10% of the graduates in a college or university.

Most graduates in four-year colleges and universities believed their father actually expected them to achieve what was desired (Table 78). The only shift in the perception graduates in community colleges had of their father's expectations was that fewer expected their child to go to a four-year college or university (15% to 7%), and more were perceived as not knowing what their father expected (3% to 7%). As a category, fathers of those graduates not-in-school were perceived as having expectations which were lower than what they desired for their child's post-secondary schooling. For those graduates not-in-school, there was virtually no change in the proportion of the fathers who were perceived as expecting their son/daughter to go to a four-year college or graduate school (15% to 12%). But, more perceived their father as expecting them to stop after high school and not go on (17% to 28%), or had no idea what their father expected (1% to 6%). Fewer graduates in this category perceived their father as expecting them to go to a community college (29% to 22%), and fewer remained in the category of graduate from high school and do what was beneficial for them (37% to 31%). Overall, only the graduates not-in-school perceived an appreciable change from what their father wanted to lower expectations with regard to post-secondary schooling.

CHAPTER VIII

GRADUATES' EDUCATIONAL AND OCCUPATIONAL AMBITIONS AND PARENTAL INFLUENCE

- Graduates' Educational and Occupational Desires and Expectations
  - Occupational Ambition
  - Educational Ambition
- Influence of Parental Expectations on Graduate's Educational Ambition
- Indirect Parental Influences
  - Parents' Educational Attainment
  - Father's Occupation

CHAPTER VIII

GRADUATES' EDUCATIONAL AND OCCUPATIONAL AMBITIONS AND PARENTAL INFLUENCE

Graduates' Educational and Occupational Desires and Expectations

Two sets of questions pertaining to schooling and to occupational ambition were asked of the graduates. First, "What occupation would you really like to go into if you had all that it would take to go into that occupation?" Then they were asked to respond to the companion question, "What occupation do you really expect you will enter?" They were asked, similarly, about their educational desires and expectations. "How far would you really like to go in school if you had all of the resources you needed?" and "How far do you actually expect to go in school?"

Occupational Ambition. -- With regard to occupations the graduates desired, the professions were chosen by far more graduates (61%) than all other possibilities combined (Table 79). Although the percentage was less (44%), in no occupational category other than professional were as many as 10% expecting to enter that occupation.

Closely related to occupation was the amount of schooling desired and expected. There were 64% who desired at least a four-year college degree; however, 47% expected to actually receive one (Table 80). The high proportion of persons who desired to enter a profession and who desired to graduate from college was consistent with the high proporation in the graduate sample who were in a four-year college or university.

The occupational interests and the educational ambitions were different among the graduates in the various types of post-secondary activity. With regard to occupation (Table 79), it was obvious that a very high proportion of those persons in traditional colleges aspired to professions and a similarly high proportion expected to be in a profession. Of those in traditional colleges, graduates in a State college had the lowest proportion who desired to be in a profession (72%), and considerably fewer who expected to be in a profession (54%). Most of the difference was made by those who expected to be in clerical, technical, or managerial occupations.

Those graduates in community colleges or proprietary schools, and those not-in-school were most like each other in the proportion who desired (40%) and those who expected (about 20%) to enter a profession (Table 79). They were also similar in the relatively high proportion who desired and expected to be craftsmen (expectations, about 15%). These categories differed from each other in the distribution of desires and expectations among other occupations, with expectations being higher for graduates in community colleges and proprietary schools in service, clerical, and technical occupations, while graduates not-in-school were distributed more evenly through all types of occupations - including 12% who saw homemaker as their major occupation.

Educational Ambition. -- In terms of educational aspirations and expectations, a very high proportion of those in traditional colleges desired (over 80%) and expected (over 75%) to graduate with a college degree (Table 80). The largest proportion of graduates who said they would like to attain a graduate or professional degree were in the University of Nebraska (69%), followed by graduates in private and out-of-state colleges (48%), and those in State colleges (38%). In terms of actual expectations the highest proportion was in private and out-of-state colleges (35%), followed by graduates in the University of Nebraska (25%), and those in State colleges (13%).

The pattern of educational ambitions of graduates in a community college or proprietary school was different (Table 80). There were 38% who desired to graduate from a four-year college, including those who desired to go to graduate school, and 58% who desired to graduate from a community college of proprietary school. The expectations of 82% of those graduates were to graduate from a community college or proprietary school, and 14% expected to graduate from a traditional college or graduate school.

While there were no graduates in a post-secondary school or college who either desired or expected to have only a high school diploma, 14% of the graduates not-in-school said that was all the schooling they wanted, and 47% said that was all they expected (Table 80). There were 34% who said they expected to graduate from a community college or proprietary school, and 14% who expected to receive a traditional college degree. The desires of those graduates were higher than their expectations, with 44% who desired to graduate from a community college or proprietary school, and 40% who desired to receive a traditional college degree or go to graduate college. It was clear that as far as schooling was concerned, those graduates not-in-school were considerably less ambitious than those in some post-secondary school or college.

Influence of Parental Expectations on Graduate's Educational Ambition

What influence does the educational ambition of the graduate's father have on the graduate's hopeful desires and realistic expectations regarding post-secondary schooling? The answer to this question is implied by the high correlation between what fathers wanted for their son/daughter and the educational desires (Tau B = .40) and realistic expectations (Tau B = .48) of the graduates. There was a higher correlation between what the fathers wanted and the realistic expectations of the graduates than between what the fathers wanted and the graduates' desire. With the use of a percentage table showing both the amount of schooling the graduates would like and the amount they expect to achieve according to the amount of schooling their father wanted them to obtain, the distribution of graduates' likes and expectations can be analyzed (Table 81). The graduates' expectations, however, provide the more realistic appraisal of what they will eventually do than do their likes, therefore the following analysis will concentrate on the expectations.

Unless the father wanted the graduate to graduate from college or go to a graduate or professional school, a substantial proportion of the graduates in each of the other categories of schooling do not expect to receive more than their high school diploma. It might be expected that those whose father wanted them to stop with their high school diploma would expect to go no further than high school graduation (47%), or when the father had no specific post-secondary ambition in mind (34%). But even among those fathers who wanted their son/daughter to complete a course of study in a community college or proprietary school there was a substantial proportion of graduates who expected their schooling to terminate with their high school diploma (35%).

Surprisingly, among those graduates whose father wanted them to complete a course of study in a community college or proprietary school was the lowest proportion who expected to graduate from a four-year college or university (9%). Even among those graduates whose father wanted them to stop schooling with their high school diploma, there was a substantial minority (37%) who expected to graduate from college; a greater proportion, even, than among those who had no specific preference for their child's post-high school pursuits (25%).

The greatest proportion (42%) of those graduates of parents who had no particular post-secondary ambition for their child expected to complete a course of study at a community college or proprietary school. Among those fathers who wanted their son/daughter to receive a certain kind of post-secondary schooling it appeared that a majority of the graduates expected to obtain that amount of formal education.

Of those graduates whose father wanted them to complete a community college or proprietary school program, 57% expected to do so. There were 56% of those graduates whose father wanted them to secure a college degree who expected to terminate their education at that point, though an additional 18% expected to receive the undergraduate degree and continue in graduate or professional school. While 74% of the graduates whose father wanted them to obtain a graduate or professional degree would like to do so, 46% expected to, and 41% expected to complete their schooling with an undergraduate degree.

Indirect Parental Influences

Two factors which provided a pervasive but indirect influence on the graduate's decision-making with regard to post-secondary plans were the education of the graduate's parents and the graduate's father's occupation. Those parental background factors were influential features of the setting in which the dynamics of parental involvement in the graduate's occupational and educational choice took place.

Parents' Educational Attainment. -- The amount of formal education parents have obtained was an important factor in parental influence. There were 63% of the fathers of graduates in the graduate's survey who had a high school diploma or less (Table 82). Of the 37% of the fathers who had schooling beyond high school, one-half (18%) had less than four years of college and the other half (19%) had an undergraduate degree or graduate or professional training.

When the type of post-secondary activity the graduate was engaged in was examined in terms of the formal education of the father (Table 83) it was clear that more of those graduates whose fathers had a high school degree or less were in a post-secondary school or college (about 45%) than were those graduates whose fathers had some schooling beyond high school (about 22%). The difference between those graduates whose fathers had less than four years of college, but had a high school diploma, and those who had graduated from college was mainly in the higher proportion of the former who were attending a State college or a community college or proprietary school, and a lesser proportion attending private and out-of-state colleges.

A similar moderate correlation exists between the amount of schooling the mother received and the graduates' attendance at a post-secondary school or college (Table 84). Fewer mothers of the graduates interviewed received less than a high school diploma and fewer received a four-year college or graduate degree than did the fathers (Table 82).

Father's Occupation. -- The occupation of the graduate's father may be an influence on the type of post-secondary activity in which the graduate engaged. Various types of schooling are required for a variety of occupations, while other occupations require no specific schooling. Graduates whose father's occupation required a type of post-secondary schooling were more likely to have been exposed to an interest in continued education and the type of career which requires it than those whose father's occupation does not. In addition, some occupations provide greater income, which would make post-secondary schooling more likely because of the parental financial support made possible. An examination of the type of post-secondary activity of the graduates by their fathers' occupations supports this contention (Table 85). The type of activity which shows this variation most clearly is the not-in-school graduates. Graduates whose fathers were professionals, proprietors, or in a military career had the lowest proportion not-in-school (17%, 22%, and 23%, respectively), while graduates whose fathers were laborers, in personal service, or protective service had the highest proportion not-in-school (74%, 66%, and 63%, respectively). Approximately one-half of the graduates whose fathers were operatives or craftsmen were not-in-school.

CHAPTER IX

THE TIMING OF GRADUATES' DECISIONS

Final Decision About What to Do in 1973 After Graduation

Start of First Serious Thinking About Activity After High School

Grade of First Decision to Go to College or Not

Grade of Occupational Decision

CHAPTER IX

THE TIMING OF GRADUATES' DECISIONS

Final Decision About What to do in 1973 After Graduation

The graduates were asked when they made their final decision about whether to go to college or to get a job in 1973. Most graduates said they made that decision during their senior year (61%), and 24% said they made that decision after high school graduation (Table 86). It was typical of graduates in all types of post-secondary activity that most of them made their decision about 1973 in their senior year. More of those not-in-school (36%) and those attending a community college or proprietary school (29%) decided after graduation from high school than was the case with those attending a traditional college. A relatively large minority of those attending a private or out-of-state college (31%) and the University (24%) decided before their senior year. More of those attending State colleges decided in their senior year (78%) than any other category.

During the senior year and after graduation there were differences in the proportion deciding in the various months (Table 87). Most of the senior year decisions were made after the first of the year, with January and May being the modal months. There were differences in the pattern of decision-making among types of post-secondary activity. Of those graduates not-in-school, almost all senior year decisions were made after the first of the calendar year, with the highest proportion (22%) making their decision in May. Those who made their decision in June through September after graduation were rather evenly divided through those months. Of the graduates in a post-secondary school those in community colleges and proprietary schools were proportionately later in making their decision, with the highest proportion in the months of March (13%), May (11%), and August (16%). Even so, there were 15% of those graduates who made their decision before January. In contrast, very few (6%) of the graduates in State colleges decided before January of their senior year. Most made their decision for 1973 in January (23%), March (16%), and May (17%). The patterns of senior year decision-making for those in the University and in private and out-of-state colleges are similar with only slight differences. There was a considerable proportion of graduates in each type of college (over 20%) who had made their decision before January; however, the modal month in the Fall for those in private and out-of-state colleges was September (12%), and for those in the University, November (21%). The modal month for each, after the first of the year, was January (17%) and February (14%), respectively.

Start of First Serious Thinking About Activity After High School

Most graduates responded that they did not start serious thinking about what they were going to do after high school graduation until they were in high school. Over one-half of the graduates started to seriously think about post-secondary plans in their junior (28%) or senior (26%) year (Table 88).

When graduates' responses were examined by post-secondary activity, the median year for beginning serious thinking about post-secondary plans for graduates in the University and private and out-of-state colleges was the tenth grade (Table 88). However, over one-half of those beginning before the eleventh grade in the University were in the tenth grade, while over one-half of those in private and out-of-state colleges began in the junior high grades. Graduates attending State colleges began thinking seriously about their future later than those previously mentioned, but similar to the graduates in community colleges and proprietary schools, over 60% began in their junior and senior years of high school. Over one-half of those graduates not-in-school began serious thinking about post-graduation plans in the junior and senior year, but 17% reported they either had not begun giving it much thought until after graduation or had not yet begun to think seriously about it.

With regard to the sex of the graduate and when serious thinking about post-secondary plans was begun, the distribution of responses showed females reporting earlier starts than males (Table 89). For graduates in the University or in out-of-state colleges or private colleges, over 90% of the females had begun serious thinking before the twelfth grade, and over 60% had begun before the eleventh grade. With males, there were 26% of the graduates in the University and 38% of those in private or out-of-state colleges who did not begin until the senior year or later. Among graduates in State colleges, 66% of the females began serious thinking in the tenth or eleventh grade, while 53% of the males began in the twelfth grade.

Although most male and female graduates attending community colleges or proprietary schools had begun thinking seriously about post-secondary plans in the high school junior or senior year, the modal grade for females was the eleventh (41%), while the modal grade for males was the twelfth (36%). For those graduates not-in-school, over 70% of both sexes began seriously thinking about plans while in high school.

Grade of First Decision to Go to College or Not

The graduates were asked when they first decided whether or not to go to college (Table 90). The largest number decided in the senior year of high school (28%). However, 58% had decided before the twelfth grade. There were 15% who either decided after high school graduation or who had not yet decided at the time of the interview--about ten months after graduation. Many had decided before the seventh grade (17%) or in the junior high school grades (16%).

When the time of decision was examined by type of post-secondary activity the graduates were engaged in, striking differences could be observed (Table 90). Over one-half of the graduates attending the University of Nebraska (55%) or private and out-of-state colleges (67%) made their decision to go to college before the tenth grade, with approximately one-half of the number in each case deciding before the seventh grade. For the graduates attending State colleges, 44% decided before the tenth grade, but for 31% it was not until the senior year in high school that they first decided to go to college.

For those graduates attending community colleges or proprietary schools and those not-in-school, most made their decision in the senior year or later. Only 11% decided what they wanted to do about college before the tenth grade. For those in community colleges and proprietary schools, 58% decided in their senior year or later, and for those not-in-school, 51% decided then, with an additional 1[illegible]% indicating they had not yet decided at ten months after graduation what they wanted to do about college.

When the graduates were compared on the basis of their sex it was apparent that the males made first decisions about college later than females, with a lower proportion of males deciding before the tenth grade (25% males, 39% females), and more males postponing their decision until after high school graduation (19% males, 10% females) (Table 91).

There are various patterns of differences between the sexes in the various categories of post-secondary activity (Table 91). Among those graduates attending the University and those in private or out-of-state colleges, the general pattern of early decision about college holds for both sexes, as does the difference between the sexes, with females deciding earlier than males. Over one-half of both sexes in both categories, with the exception of male graduates attending the University (48%), decided whether or not to go to college before the tenth grade. The same was true of female graduates attending State colleges, but over one-half of the males decided in the twelgth grade (41%) or after graduation (10%).

Although graduates in community colleges and proprietary schools decided later (in their senior year or after graduation) whether or not they would go to college, the modal grade for females was the twelfth (49%), while the modal grade for males was after high school (35%).

The modal grade for decision for both sexes of those graduates not-in-school was the senior year, with a considerable proportion of each who made later decisions.

Grade of Occupational Decision

The decision about what occupation the graduate eventually wanted to go into was made later than the first decision of whether or not to go to college (Table 92). A large minority of the graduates (43%) had not decided about an occupation by the beginning of the senior year in high school (Table 92), whereas 58% had decided about college before then (Table 90). Only 14% decided before the tenth grade--almost one-half as many as first decided to enter college. Three times as many had not yet decided about an occupation (15%) as had not decided about college (5%).

There was a great deal of uniformity in the proportion who decided about their occupation at the different grade levels among the various types of post-secondary activities (table 92). The general pattern for graduates in the University and State colleges was the same as for the composite for all graduates. The senior year was the modal year of decision, with over 25% deciding then and over 25% deciding either after graduation or having not yet decided. Those in the community colleges or proprietary schools followed the pattern of late decision, except that there were considerably more (44%) who decided about their occupation in the senior year, with 25% who decided after graduation or were still undecided.

The graduates not-in-school and in private and out-of-state colleges had the highest proportion undecided (20% and 17%, respectively), and exhibited a more even distribution of occupational decision through the high school years and in the ten months after graduation than those in the categories previously described.

When the grade of the graduates' occupational decision was considered on the basis of the graduates' sex, male and female patterns were very similar (Table 93). When the grade of occupational decision was examined by type of post-secondary activity and sex, some substantial differences appeared (Table 93). Female graduates attending the University decided about an occupation later than did the male graduates. Though the pattern was much the same through the tenth grade, 27% of the females and 20% of the males having made an occupational decision, considerably more females did not decide until after high school (27% females, 8% males), while over one-half of the males decided in their junior or senior year (56% males, 34% females).

Among graduates attending State colleges, the opposite pattern appeared, with more males making a later decision about what occupation they wanted to go into than was the case with females. This pattern showed itself in pre-high school grades and after high school graduation as well. Over 60% of the males decided in the twelfth grade (37%) or after high school (32%), while 60% of the females decided in the tenth (12%), eleventh (27%), and twelfth (21%) grades.

With graduates in community colleges and proprietary schools, the pattern for males and females differed somewhat. More females (54%) than males (33%) decided about an occupation in their senior year, and more males (20%) than females (2%) said they had not decided ten months after graduation.

Graduates in private and out-of-state colleges differed on the basis of the graduates' sex in that considerably more females (23%) than males (8%) had not yet decided about an occupation they would like to pursue by ten months after high school graduation. About three-fourths of the males had decided before their high school senior year compared to one-half of the females.

CHAPTER X

FACTORS GRADUATES CONSIDERED IN DECISION MAKING [*]

Parental Perception of Factors Considered

Factors Considered by Graduates Not-In-School

Parental Income and Ability to Support Schooling

Not-In-School Graduates Working Full-Time

Finances and Graduates in Post-Secondary Schools

Non-Financial Reasons for Attending a Post-Secondary School

Reasons for Attending a Specific Post-Secondary School

Residence and Distance From a Post-Secondary School

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[*] This chapter is an expansion of an analysis of data presented in a previous report, *Financial Considerations in Educational and Occupational Choice*, by David B. Schadt, November 14, 1974.

CHAPTER X

FACTORS GRADUATES CONSIDERED IN DECISION MAKING

Parental Perception of Factors Considered

Parents were asked in the telephone interview to name as many as three factors they thought their son/daughter considered important in deciding what to do about a job or continuing education after graduation from high school (Table 94). The factor named by the largest number of parents (43%) was the amount or kind of education that was required for the job the graduate wanted to do. Of the graduates in school, 62% of their parents named this factor while only 11% of the parents of graduates not-in-school named it.

The second most frequently named factor was whether their son/daughter liked or disliked school. There were 31% of all parents who named this factor, 41% of parents of graduates in a post-secondary school, and 15% of parents of graduates not-in-school.

Parents of graduates in school concentrated their identification of factors in the two foregoing, with less than 10% identifying any other single factor. Among those parents of graduates not-in-school there were five factors named by over 10%, but no factor was named by more than 25%. There were 17% of parents of graduates not-in-school who said their son/daughter needed time before he/she could make a career decision, 21% said the graduate had the need or desire to earn money, and 18% said their child's desire to work at a job was important. A variety of other factors were identified by less than 10% of the parents of graduates in school or not-in-school (Table 94).

Factors Considered by Graduates Not-In-School

Graduates also were asked questions regarding the importance of various factors which they considered in making their decision about whether to go into some job or post-secondary schooling in the year after graduation from high school. Unlike the Parent Telephone Interview Survey, various factors were listed in the interview schedule, though the question left opportunity for other reasons the graduate may have had for his/her choice.

The reasons for not continuing schooling after high school, given by those graduates not-in-school and excluding graduates in the military service, centered on four factors which were each chosen by between 40% and 50% (Table 95). Those reasons were: want to take a break and may attend later (47%); need to earn money to pay for further schooling (46%); future plans do not require more schooling (43%); and plan to be married, or am married (41%).

There were 20% who chose to say "school is not for me, I don't like it" and, therefore, ruled out the possibility for future schooling altogether. Another distinctive reason, though identified by only 4% of all graduates not-in-school, "I have a baby to take care of," was given by 64% of the nonemployed female homemakers.

Those graduates in the military service who responded to an abbreviated questionnaire form of the interview schedule (Table 96) chose the following as very important reasons for entering the armed forces:

want to get vocational or job training in the service (69%); want to get a college education in the service (58%); want to travel, see the world, or get away from home (55%); want to support myself (49%); and want to earn money for my education, or become eligible for education and other benefits under the GI Bill (45%). None of the graduates chose the inability to afford the civilian schooling they wanted as very important, but 49% identified this factor as somewhat important. For 49%, the desire for a career in the military service was not important in helping them to decide to enter the armed forces.

Parental Income and Ability to Support Schooling

An inspection may be made of the parents' yearly income before taxes as reported by 89% of the parents of graduates interviewed in the graduates' sample (Table 97). For convenience, yearly income is divided into four income blocks: $0-8,999; $9,000-13,499; $13,500-17,999; and $18,000 and over. The report indicates that there were more graduates in school with parents whose income was $18,000 or more than was expected, and somewhat fewer graduates with parents whose incomes were below $13,500. Of those graduates not-in-school there were considerably fewer graduates with high income parents, but this difference was split evenly between the two lower income categories. In the in-school and not-in-school categories the proportion of graduates with parents earning $13,500 to $17,999 annually was the same.

Differences between the parents' incomes of those who were in school and those who were not indicate that graduates whose parents had a higher income were more likely to be in post-secondary schools than those whose parents had a lower income; nevertheless, there was only a moderate difference between in-school and not-in-school graduates. There were more marked differences in the income distribution of parents of graduates attending the various types of colleges, indicating that either the cost or the financial policy of the college had an impact on the distribution of graduates attracted from various family income levels (Table 97).

The graduates in community colleges and proprietary schools exhibited a parental income distribution similar to that of graduates not-in-school. The University and State colleges had the lowest proportion of parents with incomes under $9,000, and the University had a highly disproportionate percentage of graduates of high income parents. The State College category had a disproportionate number of graduates of lower middle income parents ($9,000-13,499). The private and out-of-state college category had the highest percentage of graduates with low parental income and with upper middle parental income ($13,500-17,999), and a disproportionately low number of graduates with parents of lower middle incomes ($9,000-13,499).

When parents stated ability to support the graduate's continued schooling was crosstabulated with whether the graduates said they would go to school if they had the money, a moderate negative relationship appeared (Tau B = -.28). Though there were graduates from all ranges of parental ability to support them who said they would have gone to school if money had been available, there were considerably more in the no financial ability category (Table 98). There were 60% of the graduates of those parents who said they did not have the money who said they would have gone to school if money had been available, contrasted with only 32% of those whose parents said they could support them partly, and 22% of those whose parents said they could support them wholly.

Not-in-School Graduates Working Full-Time

Graduates not-in-school who were working were asked if they would have attended some post-secondary school or college if adequate finances had been available (Table 99). There were 35% of all graduates working full-time or part-time who said they would, and 6% who did not know what they would have done. There were 22% who would have gone to a community college or proprietary school and 13% who would have gone to a four-year college or university.

In order to analyze whether there was a difference between those who worked full-time who said yes, don't know, and no - in response to the question whether they would have gone to some post-secondary school if adequate finances had been available - a series of crosstabulations was run.

Income of the graduates' parents showed a moderate negative relationship with whether the graduates would have attended college in the year after high school if finances had been available (Tau B = -.27). Though there was a moderate decrease in the proportion of graduates working full-time who said no as the income categories increased, the major contrast between income categories was in that of the lowest income category (67%) and the second lowest (33%) who said , "Yes, I would have continued schooling had adequate finances been available." (Table 100). Though two-thirds of those graduates whose parents earned less than $9,000 per year would have attended a post-secondary school or college in the school year following high school graduation, there was also a considerable minority in each of the other income categories who said they would have attended if sufficient funds had been available. Of those who said they would have continued if adequate funds had been available, 72% had parents who earned less than $13,500; 32% who earned less than $9,000, and 40% who earned from $9,000 to $13,499 (Table 101). It appears, clearly, that almost three-fourths of those graduates who would have gone to college immediately after high school were in need of some financial assistance to enroll in the type of post-secondary school they wanted to attend.

The reasons given for not continuing schooling by graduates working full-time were crosstabulated with whether or not the graduates would have gone to school had finances been available, and a statistical measure of associations was computed for each relationship. For each response to the question of whether or not they would have gone to school, the percent agreeing with each reason for not continuing is displayed in Table 102.

Of those who said they would have continued school had finances been available, there were 90% who said they needed to earn money before they could pay for further schooling (Table 102). The applicability of this reason was highly correlated with whether, finances available, the graduate working full-time would have gone to school (Tau B = .66). There were only 13% of those answering yes who said their future plans did not require more schooling, while this was the case for 71% of those answering no (Tau B = -.53) (Table 102).

Of those who said they would not have continued their education in the first post-high school year had finances been available, 44% said they wanted to take a break and might attend school later (Table 102). There were 60% of those who answered yes who also said that reason was applicable to them. This response had a very low positive correlation coefficient (Tau B = .13) due to the relatively large minority of those who said they did not want to attend school in the year after graduation, but that they might attend school after a post-high school break. There was also a large minority of those who would have attended school had money been available who said they did not want to take a break before attending a post-secondary school or college. An analysis of this response leads to the suggestion that possibly as many as 44% of those graduates working full-time who answered that they would not have continued their schooling in the year after graduation had finances been available might yet attend a post-secondary school at some time in the future.

Further light is shed on the financial considerations involved in the decision to work full-time rather than to go on to school by the responses of those graduates to the reason for not continuing their education, "I plan to be married, or I am married." A substantial proportion of those who said they would have continued school (44%) said this reason was applicable, as did 34% of those who would not have gone on to school in the year after graduation (Table 102). This response had a low positive correlation (Tau B = .10) between applicability of the reason and desire to continue schooling in the year after graduation.

As a means of summarizing the intent of those graduates working full-time, regarding the possibility of their future enrollment in a post-secondary school or college, their responses to whether they would have gone on to school in the year after their graduation were cross-tabulated with the applicability of the reason for not attending in that year, namely, "I want to take a break and may attend later." (Table 103).

There were 37% who said they would have gone to school in the year after graduation had finances been available, but an additional 26% responded that they wanted to take a break and might attend a post-secondary school or college at some time in the future, though they would not have attended, or it was doubtful they would have attended, in the year after graduation had funds been available. Of those graduates working full-time, at least 63% would like to attend some post-secondary school or college at some time in the future, and an additional 5% were undecided about what they wanted to do.

It is clear from the responses of those graduates not-in-school that two-thirds of them considered post-secondary education in their future plans and that lack of finances and the need to work to secure additional funds were major reasons for not entering post-secondary schooling in the year following graduation.

Finances and Graduates in Post-Secondary Schools

Once the decision to attend a post-secondary school or college has been made, finances, of course, must be taken into consideration in the decision about which school or college to attend. Among those graduates in school or college full-time, 41% reported they were working (Table 104). When type of school attended was considered, over one-half of the graduates attending a community college or proprietary school or a private or out-of-state college were working, as were slightly fewer than half (46%) at a State college, but 27% of those at the University reported working during the school session. In response to another question regarding the source of funds, only 31% of those at a private or out-of-state college, 25% of those at a State college, 30% of those at a community college or proprietary school, and 25% of those at the University said their source of funds for college came from earnings while the school term was in process (Table 105). The discrepancy between the two answers could result from students who did not consider the income from their job as paying for their schooling. The percentage responding to the first direct question appeared more accurate when compared with the response of the parents of graduates attending a post-secondary school or college.

There were 52% of the parents of graduates in a post-secondary school or college who said their son/daughter was working while attending (Table 106). This proportion was of parents of those graduates who were interviewed and were in a post-secondary school. Of those graduates in a post-secondary school, 37% were said to be working because it was a necessity to secure adequate finances.

Of students interviewed, 89% of the parents said they were helping their son/daughter financially to obtain post-secondary schooling (Table 107). From the graduates' personal interview sample 92% of the graduates at the University, 83% at an out-of-state and private college, 69% at a State college, and 62% at a community college or proprietary school said they received financial aid from their parents (Table 105).

It appears that most parents who gave financial assistance to their son/daughter contributed a considerable percentage of the graduate's support (Table 108). There were 53% who said they contributed over 75% of their child's support, and an additional 26% who said they supplied from 50% to 75% of the graduate's total budget. Only 22% who said they gave financial support to their child provided funds to meet less than half of his/her expenses.

Parents were asked their opinion of their ability to support their son's/daughter's post-secondary schooling. Of the parents of graduates interviewed, only 41% of all parents said they had financial resources to meet all of the expenses of post-secondary schooling (Table 109). Only 6% of the parents of graduates in school said they had no financial ability to meet the expenses of post-secondary schooling, while 20% of those parents whose son/daughter was not-in-school said they could not supply any financial support for post-secondary schooling. There were 48% of parents of graduates in school who said they could meet school expenses entirely, but only 29% of those parents of graduates not-in-school said they were able to do so. The difference in parent's opinions of their financial resources available for helping their child attend a post-secondary school or college--between parents of graduates in school and parents of those not-in-school, indicates that the reason some graduates did not go to a post-secondary school or college was that they did not have family financial resources.

Scholarships and loans were important sources of funds for a sizable proportion of the graduates in college (Table 105). There were 31% of the graduates at the University, 36% of those at State colleges, 60% of those at private and out-of-state colleges, and 20% of those at community colleges and proprietary schools who said scholarships were a source of their funds to meet college expenses. Approximately 16% of those graduates in the University and State colleges said loans were a source of their funds. Only 8% of those in community colleges and proprietary schools said loans were a source of their funds, but 60% of those in private and out-of-state colleges were using loans to meet college expenses.

A variety of financial aid sources were utilized by the graduates in the various types of post-secondary schools and colleges (Table 110). The sources utilized by approximately 10% or more of the graduates at the University were college scholarship, State or local scholarship, private organization scholarship, Social Security student benefits, regular bank loan, and educational opportunity grant; at State colleges they were college scholarship, educational opportunity grant, and State or local scholarship. Graduates in private and out-of-state colleges utilized college scholarship (48%), college work-study program, loan from private individual, private organization scholarship, State or local loan, national defense student loan, regular bank loan, educational opportunity grant (Table 110).

Those at community colleges and proprietary schools reported they used a private scholarship or grant and loan from unspecified sources (Table 105). Considerably more of those graduates at private and out-of-state colleges used scholarships, loans, and grants than graduates in other types of post-secondary schools, and those in community colleges and proprietary schools and State colleges used those sources of funds least.

The lower cost of education at a particular school or college was a very important reason for 31% of the graduates attending a community college or proprietary school (Table 111), as it was for 36% of the graduates at a State college (Table 112). There were 17% at the University who chose to attend because it cost less than other schools considered (Table 112). That they had their best offer for financial aid from that school was a very important reason for 21% of the graduates attending a State college and for 13% attending the University. In addition, over 10% of the graduates attending each type of college chose the best offer of financial assistance as one of their three most important reasons for attendance (Table 112). Unfortunately, graduates attending community colleges and proprietary schools were not asked that question, but 40% said a very important reason for their choice was that the course was short and, therefore, they could complete it more quickly and obtain a job (Table 111).

Non-Financial Reasons for Attending a Post-Secondary School

The general reasons for graduates attending each type of traditional college were much the same (Table 113). Four reasons chosen as very important by over one-half of those graduates attending each of the three types of colleges (with the percentage given for all students) were:

1. "The degree is necessary for the kind of work I want to do." (75%)
2. "I am interested in a specific area of study." (71%)
3. "I think it will make it possible for me to live a better life." (61%)
4. "I thought I would learn things to help me live a more interesting life." (58%) (Table 113)

About one-half of the graduates in each of the traditional colleges said they always expected to go to a post-secondary school (49%). There were

33% who considered it very important that their parents wanted them to go. Approximately 25% gave as important reasons: college graduates earn more money, college is the best place to find more meaning in life, and it is a good place to discover what jobs are available, and what I want to do.*

Reasons for Attending a Specific Post-Secondary School

When reasons for attending a specific traditional college were chosen, there was more uniqueness among the graduates in various types of colleges (Table 112). Those reasons which were chosen as very important and were also designated by at least 10% of the graduates as one of the three most important reasons for attending a specific college are presented first. For the three types of traditional colleges, interest in certain courses or career programs was chosen most frequently (44%). Being "on my own away from home" (36%) and "expect to meet and become friends with many people I would like" (32%) were chosen by a substantial proportion of graduates in each type of college.

Among graduates at the University, other very important reasons which were also among the three most important were:

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*There were a number of graduates in a community college who were in the academic program at Platte College in Columbus, Nebraska. These numbered too few to be in a reliable subsample by themselves; however, because of the structure of the interview schedule they, unlike those in a technical college or proprietary school, answered the same general questions about why they went to college, as did those in the traditional colleges. The results were similar to the pattern of responses of graduates in traditional colleges. Because of the unreliability of the subsample, due to sample size, it is not presented in the tables.

1. "I liked the opportunity to be on my own at a large school."
2. "I visited the campus and was attracted by it."
3. "It cost less than other schools I considered."
4. "I wanted to study with top-notch professors."
5. "My parents believed it would be better than other schools for me."
6. "Students had recommended it to me."
7. "It offered me the best plan for financial assistance."

Among those graduates at State colleges, the very important reasons for attending were: it cost less than other schools considered; it was close enough to home to be able to return frequently; liked the idea of the community of a small school; it was close enough to make living at home possible; it offered the best plan for financial assistance; and parents believed it would be better than other schools considered. One other reason chosen by 27% of the graduates as very important, but not often as one of the three most important reasons, was, "I liked the opportunity to be on my own at a large school."

Those reasons which characterize the responses of the graduates in private and out-of-state colleges were:

1. "I liked the idea of the community of a small school."
2. "I wanted to study with top-notch professors."
3. "The religious and moral tone is on a very high level."
4. "It is the church school of my denomination or church."
5. "I looked forward to being involved with various activities on the campus.

Other reasons chosen by over 20% of those graduates as very important, but not among the three most important were:

1. "I had visited the campus and was attracted by it."
2. "Students who had attended recommended it to me."
3. "My parents believed it would be better than other schools for me." (Table 112)*

Unfortunately, the graduates attending a community college or proprietary school (not including Platte College in Columbus), and the graduates at traditional colleges did not have the same list of reasons to respond to (Table 111). The reasons the graduates in community colleges and proprietary schools chose as very important were (chosen by over 50%):

1. "I think you need some special education if you want to get a good job."
2. "Technical college and business and trade school graduates have good job prospects."

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*There were a number of graduates in a community college who were in the academic program at Platte College in Columbus, Nebraska. They numbered too few to be in a reliable sample by themselves; however, because of the structure of the interview schedule they, unlike those in a technical college or proprietary school, answered the same questions pertaining to the choice of a specific college as did those in the traditional colleges. The reason that was chosen most often as very important by graduates in Platte College was the same one chosen most frequently by graduates in traditional colleges, "I was interested in certain courses or career programs offered." Other than that similarity, the pattern of response was not very distinct, but it was quite different from that of the graduates in any of the types of traditional colleges. Because of the unreliability of this subsample, it is not presented in the tables.

3. "The career I want to go into requires the special training provided by such a school."
4. "The curriculum is more practical in orientation than that of a conventional college."

A substantial proportion of graduates chose the reasons: "The course of study is relatively short and I can get out and make some money," (40%), and "I can afford to go there better than more expensive schools" (32%).

Residence and Distance from a Post-Secondary School

The relatively short distance from the graduate's hometown is a feature of State colleges and, especially, of the community colleges and proprietary schools which those graduates attend. The relative importance of the location of the college to the graduate's home as a reason for enrollment at a specific school was measured by a direct question for graduates at the University, State colleges, and public and out-of-state colleges (Table 112), but was measured in terms of behavior only for those at community colleges and proprietary schools (Table 114).

Short distance was not very important for those attending the University, or for those attending a private or out-of-state college, but being close enough to live at home (22%), and being close enough to home to be able to return often (35%) was very important to a substantial proportion of graduates in a State college and were chosen among the top three most important factors by over 10% of those graduates (Table 112). For those graduates not-in-school, lack of a school within commuting distance as a reason for not going was applicable to only 5% (Table 95).

The distance from their hometown to the college they were attending was over 70 miles for all graduates attending the University and for 75% of those attending private and out-of-state colleges (Table 114). Those attending community colleges and proprietary schools were much more likely to attend a school over 70 miles from home (44%) than were those in a State college (8%), but most of the graduates in each of those types of schools were within 70 miles of home.

As their residence while they were attending college, most graduates at the University and those at private and out-of-state colleges lived in dormitories (Table 115). Two-thirds of those graduates at State colleges lived in dormitories and 32% lived at home and less than one hour commuting time from campus. Those in community colleges and proprietary schools were divided mainly between three locations: 27% at home, less than an hour commuting time; 36% in a college dormitory; and 34% in a room or apartment away from home. Graduates in State colleges and those in community colleges and proprietary schools were similar in the proportion staying at home while attending college.

CHAPTER XI

WHAT POST-SECONDARY SCHOOLS AND COLLEGES CAN DO TO HELP HIGH SCHOOL STUDENTS DECIDE ABOUT THEIR FUTURE

What Public Post-Secondary Schools Can Do to Make Themselves More Useful to Prospective Students

What Post-Secondary Schools Can Do to Help Students Decide About Jobs and Post-Secondary Education

Purpose of An Education

CHAPTER XI

WHAT POST-SECONDARY SCHOOLS AND COLLEGES CAN DO TO HELP HIGH SCHOOL STUDENTS DECIDE ABOUT THEIR FUTURE

What Public Post-Secondary Schools Can Do to Make Themselves More Useful to Prospective Students

The graduates were asked what three types of educational institutions in Nebraska--the University of Nebraska, State colleges, and Community colleges, could do to make themselves more useful to young persons who consider enrolling in them (Table 116). All answers given were completely voluntary, and as many as two suggestions per respondent were coded for each type of post-secondary school. There were 20% of the graduates who suggested that the University of Nebraska could be less expensive, 15% suggested that instruction could be more personalized, and 11% said they do enough now. Table 116 may be inspected for additional suggestions made by less than 10% of the graduates. It was suggested by 23% that State colleges should offer a greater variety of academic courses, 11% said they could be less expensive, and 11% said there should be a more liberal student life. Additional suggestions, each, were made by less than 10% of the graduates.

Most graduates who responded to the community college question suggested thay do enough now (19%), while 19% suggested they need a greater variety of academic courses, and 11% suggested they need to do more advertising. There were additional suggestions made - each by less than 10% of the respondents.

What Post-Secondary Schools Can Do to Help Students Decide About Jobs and Post-Secondary Education

More useful to institutional policy makers, however, are suggestions which the graduates made about what post-secondary schools and colleges could do to help students decide about jobs and further education (Table 117). Each respondent had the opportunity to volunteer two suggestions. There were 25% who said the post-secondary schools should provide more information regarding specific occupations and occupational opportunities; 18% said high school and college counselors should be better informed about occupations and college programs, 18% said more and better information should be provided regarding colleges and schools. Personal public relations contacts with prospective students about post-secondary education were suggested by 14%, and 11% said colleges in Nebraska are already doing all they can. Other suggestions were made by less than 10% of the graduates. There were 28% of the graduates who made no suggestions.

Purpose of An Education

At one point in the interview the graduates were asked to tell how important each of ten purposes should be for a high school education; later they were asked how important each of those purposes should be for a college or university education. The graduates could choose from three degrees of importance: not important, somewhat important, and very important.

The graduates evaluated the purposes similarly for both high school and college, but there were a few differences; therefore, the results are presented together (Tables 118, 119). There were three purposes which were chosen as very important considerably more often than the others. The purpose which was chosen by most graduates on both questions was "develop the ability to get along with other people" (81% high school, 74% college). The second two were also similar (chosen by approximately 65%), namely, "provide a general education and appreciation of ideas; and "help the individual's personal growth and self-understanding."

The second grouping of five purposes were those chosen as very important by 43% to 53% of the graduates. These purposes are not presented here in any particular order. The following four purposes were on both lists: (1) Develop moral judgment, ethical standards, and values; (2) Provide vocational training; (3) Provide training which would give a person the ability to participate effectively as a citizen in the democratic political process; and (4) Develop knowledge and interest in community and world problems.

The purpose, "college preparatory" was, of course, on the high school list in this group. Its counterpart on the college list, "prepare students for further education" was chosen as very important by only 38%. Replacing that purpose in the group of five college purposes was, "train youth how to function effectively as part of a bureaucratic organization." Among the high school purposes "train how to function in a bureaucracy" was chosen as very important by only 28%. "Prepare youth for a happy marriage and family life" was chosen the least as very important as a purpose for both high school (26%) and college (29%).

All purposes except "Prepare youth for a happy marriage and family life," which was considered not important by 20%, were designated as not important by less than 10% of the graduates. The expectations appeared to be quite general and broad for what both high school and college should produce. Whether this was a comprehensive list of purposes may be questioned; however, the list was broad enough that it clearly illustrated the high expectations of a comprehensive nature which were held by those high school graduates of 1973 from central Nebraska.

CHAPTER XII

CONCLUSION

Parents

Older Siblings and Friends

The High School

Search Activities

Factors Involved in the Decision

How Schools and Colleges Could be More Attractive

What Post-Secondary Schools and Colleges Could Do to Help Students

CHAPTER XII

CONCLUSION

This concluding chapter presents, in summary, the general findings of the study.

Parents

Though virtually all graduates considered themselves a very important influence over their own post-secondary plans - more than twice as often as they chose their parents - parents were designated as very important influences more than any other category of possible influential persons, and almost all graduates considered them of some influence. Approximately two-thirds of the graduates discussed their post-secondary plans often with their parents (mother more often than father), and virtually no graduates indicated they never discussed their plans with their parents. Those parents whose child decided to enroll in a post-secondary school or college were more active participants in the graduate's decision-making process than were those parents of graduates not-in-school. In further support of the parent's role in the decision-making process was the fact that graduates who were in a post-secondary school, whether a traditional college or a community college or proprietary school, were more likely to have parents who wanted them to have at least a four-year college or university education.

Though the average parental income of those graduates not-in-school was lower than that of those enrolled in a traditional college or university, the distribution of their parental income was similar to that of those graduates enrolled in a community college or proprietary school.

Those graduates attending post-secondary schools and colleges were more likely to have parents who took their continued education for granted and who stressed continued education much more than were those graduates who were not attending.

The higher the education achieved by their parents, the greater the proportion of graduates attending post-secondary schools or colleges. Graduates whose father was in an occupation likely to require four-year college or university education, or in a white collar occupation, were more likely to be in some post-secondary school or college than were those whose father was in an unskilled, semiskilled or skilled craft, or blue collar occupation. Graduates whose fathers were farmers attended post-secondary schools and colleges in equal proportion to the percentage of graduates attending in the population.

Older Siblings and Friends

Along with same-age friends, older brothers and sisters of graduates were considered, by those who had them, as an important influence on their post-secondary plans and were frequent partners in discussion.

Same-age friends, along with parents, were most frequently chosen as partners in discussion of post-secondary plans though they were only half as frequently chosen as a very important influence. Those in a post-secondary school or college had more friends in school, while those not-in-school had more friends not-in-school. For graduates in community colleges or proprietary schools persons in any category of others were less important in the decision-making process than they were for those not-in-school or in traditional colleges.

The High School

Surprisingly, the guidance counselors and teachers were seldom chosen as very influential on the graduate's plans for after high school and almost half of the graduates considered them of no influence at all. Though considerably more students had discussed their post-secondary plans with teachers and counselors, nevertheless, a substantial minority had never discussed those plans.

The guidance counselor had initiated talks with most graduates, but a surprisingly large minority said they had not been approached by the guidance counselor. Guidance counselors encouraged a substantial proportion of the graduates to go to college. Most of those attending a post-secondary school or college were encouraged to attend that type of school. The guidance counselor encouraged a majority of those not-in-school to attend a four-year college or a community college or proprietary school. Most of the graduates said their guidance counselor had the information they needed when they asked for it.

About two-thirds of the graduates said a teacher had initiated talks about their educational or occupational plans for after high school, this being true for more of those in a post-secondary school than for those not in such a school.

Considering the opportunities possible in three years, relatively few graduates reported that they had participated in activities related to jobs or careers in their high school and high school classes. This was even more the case with those enrolled in a four-year college or university than with those not-in-school or in a community college or proprietary school. The use of school job files, however, was an exception.

Though two-thirds of the graduates said that, overall, they had received some or a lot of help with occupational planning from their high school, there was still room for improvement. Those attending a post-secondary school or college had received more help than those not-in-school.

Search Activities

The graduates' most influential search activities related to making their post-secondary educational and occupational decision, with the exception of the use of the school job files, involved personal contacts with students, workers, and post-secondary school and college teachers and administrators.

Factors Involved in the Decision

The size of the parents' yearly income affected the decision of whether or not the graduate attended some post-secondary school or college, but the effect of income was apparently modified somewhat by other factors.

The graduate's high school program was an indicator of whether or not a high school graduate attended a traditional college or university. Choice of a high school program represents a critical influence for future educational and occupational plans. Most of those in college preparatory attended a post-secondary school or college in the year after high school, but half of those in the general program, and about two-thirds of those in the vocational program did not. Graduates in community colleges or proprietary schools and those not-in-school emerge in similar proportions from the three high school programs.

Though almost all of those graduates who made mostly "A" in high school were in a post-secondary school or college, a considerable proportion of those with middle grade averages did not choose to attend in the year after high school graduation.

Over one-half of those graduates not-in-school were interested in obtaining some post-secondary schooling. One of the most important factors given by those graduates for not attending in the year after high school graduation was lack of finances (for a considerable minority this was due to marriage or marriage plans). Another factor was the desire to take a break from school.

For most of those graduates in a post-secondary school or college their parents provided a substantial proportion of their financial support. In addition, about one-half of those graduates in school were working for financial support. Many graduates had scholarships, grants-in-aid and loans for financial support.

Two types of non-financial reasons for attending college were given by about two-thirds of the graduates; the first being that they believed the education or training to be necessary for the kind of occupation they wanted to enter, and the second being that they believed the education would make their lives more interesting. These reasons are consistent with the multiple expectations the graduates had regarding the purposes of a college or university education.

Some students were interested in occupationally oriented programs, others were interested in the liberal arts, and many students were interested in a combination of both.

How Schools and Colleges Could be More Attractive

The graduates suggested that they would like the University and State colleges to be less expensive and that the University provide more personalized instruction. They would like to see a greater variety of academic courses at State colleges and community colleges, and they suggested that the community colleges need to do more advertising. Many thought enough was being done.

What Post-Secondary Schools and Colleges Could Do to Help Students

The kinds of things graduates thought post-secondary educational institutions could do to help students decide about jobs and additional education revolved around the suggestions of more specific information for the students and for high school and college counselors regarding specific educational programs, occupations and occupational opportunities, and information relating to college programs leading to occupations. They suggested this should be done through printed materials and other visual aids and through more personal public relations contacts with prospective students.

SECTION II

FINAL GENERAL REPORT

EDUCATIONAL AND OCCUPATIONAL CHOICE

TABLES

Table 1. Sample Selection Weights for Parent Telephone Interview

County Group	Actual Population N	X Weight	Weighted Population Proportion	Sample Proportion Obtained	Actual Sample N
Group A	575	1.5	.310	.304	147
B	1,428	1.0	.512	.484	234
C	248	2.0	.178	.211	102
Total	2,251		1.000	.999*	483

*Discrepancy due to rounding error.

Table 2. Sample Selection Weights for Graduate's Personal Interview

County Group	Actual Population N	X Weight	Weighted Population Proportion	Sample Proportion Obtained	Actual Sample N
Group A	575	1.5	.310	.288	94
B	1,428	1.0	.512	.509	166
C	248	2.0	.178	.203	61
Total	2,251		1.000	1.000	326

Table 3. Race or Ethnic Identification

(VAR833) Graduate's Personal Interview (In Percentages)

Race or Ethnicity	Percentages
American Indian	0.8
Black or Negro	0.0
Mexican American	1.1
Oriental	0.3
White	97.4
Other	0.3
Total	99.9
Wt. N	(2165)

Table 4. Sample and Actual Distribution and Weights by Sex and County of High School Graduates of 1973 in Seven-County Area in Central Nebraska

Parent Telephone Interview

County		County Sample N by Sex & Total	x	Weight by Sex & County	=	County N by Sex & Total	County Group		County Group Sample N by Sex & Total	County Group N by Sex & Total
Buffalo	M	56		3.8393		215				
	F	52		4.1923		218				
	T	108				433	A	M	78	275
								F	69	300
Kearney	M	22		2.7273		60		T	147	575
	F	17		4.8235		82				
	T	39				142				
Phelps	M	16		4.9375		79				
	F	16		5.0625		81				
	T	32				160				
Adams	M	41		6.4634		265	B	M	115	717
	F	37		6.4865		240		F	119	711
	T	78				505			234	1,428
Hall	M	58		6.4310		373				
	F	66		5.9091		390				
	T	124				763				
Howard	M	34		2.6471		90				
	F	30		2.4000		72				
	T	64				162	C	M	56	135
								F	46	113
Sherman	M	22		2.0455		45		T	102	248
	F	16		2.5625		41				
	T	38				86				
Total										
Males		249 (51.6%)				1,127 (50.1%)				
Females		234 (48.4%)				1,124 (49.9%)				
Grand Total		483 (100.0%)				2,251 (100.0%)				

Table 5. Sample and Actual Distribution and Weights by Sex and County of High School Graduates of 1973 in Seven-County Area in Central Nebraska

Graduate's Personal Interview

County		County Sample N by Sex & Total	x	Weight by Sex & County	=	County N by Sex & Total	County Group		County Group Sample N by Sex & Total	County Group N by Sex & Total
Buffalo	M	30		7.1667		215				
	F	37		5.8919		218				
	T	67				433	A	M	45	275
								F	49	300
Kearney	M	15		4.0000		60		T	94	575
	F	12		6.8333		82				
	T	27				142				
Phelps	M	12		6.5833		79				
	F	13		6.2308		81				
	T	25				160				
Adams	M	27		9.8148		265	B	M	83	717
	F	25		9.6000		240		F	83	711
	T	52				505		T	166	1,428
Hall	M	44		8.4774		373				
	F	45		8.6667		390				
	T	89				763				
Howard	M	16		5.6250		90				
	F	22		3.2727		72				
	T	38				162	C	M	30	135
								F	36	113
Sherman	M	14		3.2143		45		T	66	248
	F	14		2.9286		41				
	T	28				86				
Total										
Males		158	(48.5%)			1,127	(50.1%)			
Females		168	(51.5%)			1,124	(49.9%)			
Grand Total		326	(100.0%)			2,251	(100.0%)			

Table 6. Financial Sponsorship of College by Type of College

(VAR219,265) Graduate's Personal Interview (In Percentages)

Ownership	Type of College				
	U of N	State College	Community College & Proprietary School	Private and Out-of-State College	All Students
Public	100.0	100.0	64.6	13.9	77.3
Private	0.0	0.0	35.4	86.1	23.7
Total	100.0	100.0	100.0	100.0	100.0
Wt. N	(526)	(345)	(317)	(249)	(1437)

Table 7. Type of Post-Secondary Activity of Graduates by Sex

(VTL004,139) Parent Telephone Interview (In Percentages)

Post-Secondary Activity	Sex		
	Male	Female	All Graduates
Post-Secondary School	52.3	55.1	53.7
Not-in-School	47.5	44.8	46.3
Job	38.9	33.6	36.3
Armed Forces	6.1	0.6	3.3
Married, not working	0.0	7.3	3.7
Other	2.5	3.3	3.0
Total*	99.8	99.9	100.0
Wt. N	(1127)	(1124)	(2251)

* Discrepancy due to rounding error.

Table 8. Type of Post-Secondary Activity of Graduates by Sex

(VAR058,219,265,008) Graduate's Personal Interview (In Percentages)

Post-Secondary Activity	Sex					
		Male		Female		All Grads
Post-Secondary School		61.5		66.1		63.9
U of N	26.4		20.3		23.4	
State College	13.9		18.9		16.4	
Community College & Proprietary School	13.1		15.0		14.1	
Private and Out-of State College	8.1		11.9		10.0	
Not-In-School		38.4		33.9		36.2
Total		99.9		100.0		100.0
Wt. N		(1127)		(1124)		(2251)

Table 9. Type of Post-Secondary Activity of Graduates

(VAR058,219,265) Graduate's Personal Interview (In Percentages)

Post-Secondary Activity	Control Categories		Categories with Detail of Not-in-School	
	Percent	Wt. N	Percent	Wt. N
Four-year College or University			49.8	(1121)
U of N	23.4	(526)		
State Colleges	16.4	(369)		
Private and Out-of State Colleges	10.0	(225)		
Community Colleges & Proprietary Schools	14.1	(317)	14.1	(317)
Not-in-School	36.2	(814)		
Work Full-Time			28.4	(639)
Work Part-Time			2.9	(66)
Military Service			2.4	(54)
Homemakers			1.5	(33)
Other			0.9	(21)
All Graduates	100.1	(2251)	100.0	(2251)

Table 10. Type of Post-Secondary Activity by County of Graduate's High School

(VTL004,141 Parent Telephone Interview (In Percentages)

Type of Post-Secondary Activity	County Buffalo	Kearney	Phelps	Adams	Hall	Howard	Sherman	All Grads
In School	53.7	73.0	50.1	47.4	56.4	43.8	61.3	53.7
Not-in-School	46.3	27.0	50.0	52.5	43.5	56.3	38.7	46.3
Total	100.0	100.0	100.0	99.9	99.9	100.1	100.0	100.0
Wt. N	(433)	(142)	(160)	(505)	(763)	(162)	(86)	(2251)

Table 11. Type of Post-Secondary Activity by County of Graduate's High School

(VAR005) Graduate's Personal Interview (In Percentages)

Type of Post-Secondary Activity	County Buffalo	Kearney	Phelps	Adams	Hall	Howard	Sherman	All Grads
U of N	11.5	39.0	23.8	25.0	27.9	17.0	18.0	23.4
State College	28.8	24.1	19.9	5.7	14.6	10.4	24.2	16.4
Private & Out-of-State Coll.	4.4	10.4	11.9	9.5	11.3	19.9	7.1	10.1
Tradition. Coll.	44.7	73.5	55.6	40.2	53.8	47.3	49.3	49.8
Comm. Coll. & Proprtry Sch.	22.5	7.6	8.2	11.5	12.4	13.0	25.5	14.1
In School	67.2	81.1	63.8	51.7	66.2	60.3	74.8	63.9
Not-in-School	32.9	18.9	36.1	48.2	33.8	39.6	25.2	36.2
Total	100.1	100.0	99.9	99.9	100.0	99.9	100.0	100.1
Wt. N	(433)	(142)	(160)	(505)	(763)	(162)	(86)	(2251)

Table 12. Type of College by County of Graduate's High School

(VAR055) Graduate's Personal Interview (In Percentages)

Type of College	County Buffalo	Kearney	Phelps	Adams	Hall	Howard	Sherman	All Grads
U of N	17.2	47.8	37.2	48.3	42.1	28.6	24.6	36.6
State College	43.0	29.6	31.4	11.1	22.1	17.3	32.3	25.7
Private & Out-of-State Coll.	6.5	13.0	18.6	18.4	17.0	32.7	9.2	15.7
Tradition Coll.	66.7	90.4	87.2	77.8	81.2	78.6	66.1	78.0
Comm. Coll. & Proprtry Sch.	33.3	9.6	12.7	22.2	18.8	21.4	33.8	22.1
Total	100.0	100.0	99.9	100.0	100.0	100.0	99.9	100.1
Wt. N	(291)	(115)	(102)	(261)	(506)	(98)	(65)	(1437)

Table 13. Sex of Graduate by Type of Post-Secondary Activity

(VTL139) Parent Telephone Interview (In Percentages)

Sex of Graduate	Type of Post-Secondary Activity In School	Not-in-School	All Grads
Male	48.8	51.6	50.1
Female	51.2	48.4	49.9
Total	100.0	100.0	100.0
Wt. N	(1210)	(1041)	(2251)

Table 14. Sex of Graduate by Type of Post-Secondary Activity

VAR008 Graduate's Personal Interview (In Percentages)

Sex of Graduate	Type of Post-Secondary Activity		
	In School	Not-in-School	All Grads
Male	48.3	53.2	50.1
Female	51.7	46.8	49.9
Total	100.0	100.0	100.0
Wt. N	(1437)	(814)	(2251)

Table 15. Type of College by Sex of Graduate

VAR008 Graduate's Personal Interview (In Percentages)

Type of College	Sex		
	Male	Female	All Grads
U of N	42.9	30.7	36.6
State College	22.6	28.5	25.7
Community College & Proprietary School	21.3	22.7	22.1
Private & Out-of-State College	13.1	18.0	15.7
Total	99.9	99.9	100.1
Wt. N	(694)	(743)	(1437)

Table 16. Age of Graduate as of May 31, 1973, by Type of Post-Secondary Activity

(VAR007) Graduate's Personal Interview (In Percentages)

Age	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
17	33.0	42.8	34.3	45.6	28.0	38.8
18	67.0	57.2	58.5	49.1	68.2	57.8
19	0.0	0.0	7.1	4.6	3.8	3.1
20	0.0	0.0	0.0	0.7	0.0	0.3
Total	100.0	100.0	99.9	100.0	100.0	100.0
Wt. N	(526)	(369)	(317)	(814)	(225)	(2251)

Table 17. Graduate's Place of Residence on Graduation by Type of Post-Secondary Activity

(VTL005) Parent Telephone Interview (In Percentages)

Place of Residence	Post-Secondary Activity		
	In School	Not-in-School	All Graduates
Farm	17.0	17.7	17.3
Country, Not Farm	3.5	4.0	3.7
Village, Under 2,500	25.6	26.6	26.1
Town, 2,500-10,000	4.8	3.7	4.3
Town, 10,000-50,000	48.2	46.8	47.5
City, 50,000-100,000	0.0	0.0	0.0
City, Over 100,000	1.0	1.2	1.1
Total	100.0	100.1	100.0
Wt. N	(1041)	(1210)	(2251)

Table 18. Graduate's Place of Residence While in High School by Type of Post-Secondary Activity

(VAR824) Graduate's Personal Interview (In Percentages)

Place of Residence	Post-Secondary Activity		
	In School	Not-in-School	All Graduates
Farm	24.5	31.3	27.1
Country, Not Farm	4.5	7.8	5.7
Village, Under 2,500	18.0	19.8	18.6
Town, 2,500-10,000	6.2	2.9	5.0
Town, 10,000-50,000	46.8	38.2	44.6
City, 50,000-100,000	0.0	0.0	0.0
City, Over 100,000	0.0	0.0	0.0
Total	100.0	100.0	100.0
Wt. N	(1390)	(814)	(2204)

Table 19. Length of Residence in Community of Graduate When Graduated from High School - A Two Sample Comparison (In Percentages)

(VTL007, VAR823) Parent Telephone Interview - Graduate's Personal Interview

Length of Residence	Parents, from Parent Telephone	Graduates, from Graduate's Personal
One Year or Less	2.7	1.1
One to Two Years	4.4	3.6
Three to Four Years	5.7	6.0
Five to Ten Years	19.2	18.5
Ten to All My Life	68.1	70.7
Total	100.1*	99.9*
Wt. N	(2251)	(2204)**

*Discrepancy due to rounding error.

**Discrepancy due to non-response on item in Graduate's Personal Interview

Table 20. Type of Post-Secondary Activity by Length of Residence of Parents in the Community When Graduate Graduated from High School

(VTL007) Parent Telephone Interview (In Percentages)

Post-Secondary Activity	Length of Residence					
	1 Yr to Less	1 to 2 Yrs	3 to 4 Yrs	5 to 10 Yrs	10 to Lifetime	All Parent
In School	25.3	45.2	61.9	51.3	54.9	53.7
Not-in-School	74.7	54.8	38.1	48.7	45.1	46.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Wt. N	(60)	(99)	(128)	(432)	(1532)	(2251)

Table 21. Type of Post-Secondary Activity by Length of Residence of Graduate in the Community of High School Senior Year

(VAR823) Graduate's Personal Interview (In Percentages)

Post-Secondary Activity	Length of Residence					
	1 Yr or Less	1 to 2 Yrs	3 to 4 Yrs	5 to 10 Yrs	10 to Lifetime	All Parent
U of N	0.0	8.8	20.3	23.5	25.2	23.7
State Colleges	22.3	10.7	38.3	12.3	16.3	16.7
Community Colleges & Proprietary Schools	0.0	12.1	2.5	8.9	16.4	13.8
Private & Out-of State Colleges	0.0	24.9	9.8	9.4	7.8	8.8
In School	22.3	56.5	70.9	54.1	65.7	63.0
Not-in-School	77.7	43.5	29.1	45.8	34.2	36.9
Total	100.0	100.0	100.0	99.9	99.9	99.9
Wt. N	(25)	(81)	(132)	(407)	(1559)	(2204)*

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* Discrepancy due to non-response on item in interview.

Table 22. Graduate's Post-Secondary Place of Residence by Type of Post-Secondary Activity

(VTL005) Parent Telephone Interview (In Percentages)

Place of Residence	Post-Secondary Activity		
	In School	Not-in-School	All Graduates
Farm	2.0	12.3	6.7
Rural, Not Farm	1.1	1.9	1.4
Village, Under 2,500	4.9	20.2	12.0
Town, 2,500-10,000	5.5	5.6	5.5
City, 10,000-100,000	45.9	49.7	47.6
City, 100,000-500,000	40.7	10.4	26.7
Total	100.1	100.1	99.9
Wt. N	(1210)	(1025)	(2234)

Table 23. Graduate's Post-Secondary Residence by Type of Post-Secondary Activity

(VAR824) Graduate's Personal Interview (In Percentages)

Place of Residence	Post-Secondary Activity		
	In School	Not-in-School	All Graduates
Farm	4.2	22.1	10.6
Rural, Not Farm	1.9	4.9	3.0
Village, Under 2,500	2.3	14.2	6.6
Town, 2,500-10,000	3.4	6.3	4.5
City, 10,000-100,000	42.1	45.4	43.3
City, Over 100,000	46.0	7.0	32.1
Total	99.9	100.0	100.0
Wt. N	(1369)	(769)	(2138)

Table 24. Parents' Yearly Income Before Taxes as Reported by All Parents Reporting, Graduates Estimating Parental Income, Reporting Parents of Graduates Estimating Parental Income, and Graduates Estimating Parental Income of Parents Reporting Income

(VTL021, VAR823) Parent Telephone Interview - Graduate's Personal Interview (In Percentages)

Yearly Income In Dollars	Parents Reporting Yearly Income	Graduates Estimating Parents' Income	Reporting Parents of Graduates Estimating Income	Estimating Graduates of Parents Reporting Income
Less than 3,000	0.7	0.7	0.4	0.0
3,000 - 5,999	5.7	3.0	4.6	3.0
6,000 - 7,499	4.3	3.0	2.3	3.4
7,500 - 8,999	6.5	5.8	7.7	5.2
9,000 - 10,499	10.3	11.0	9.4	12.3
10,500 - 11,999	10.1	9.7	10.6	10.4
12,000 - 13,499	12.9	13.5	15.7	13.1
13,500 - 14,999	8.5	6.4	6.6	7.2
15,000 - 17,999	15.5	16.7	14.5	16.6
18,000 - 24,999	14.1	12.1	13.7	11.6
Over 25,000	11.4	18.0	14.5	17.3
Total	100.0	99.9	100.0	100.1
Wt. N	(1999)	(1816)	(1626)	(1626)

Table 25. Parents' Yearly Income Before Taxes, Collapsed, as Reported by All Parents Reporting, Graduates Estimating Parental Income, Reporting Parents of Graduates Estimating Parental Income, and Graduates Estimating Parental Income of Parents Reporting Income

(VTL021, VAR823) Parent Telephone Interview - Graduate's Personal Interview (In Percentages)

Yearly Income In Dollars	Parents Reporting Yearly Income	Graduates Estimating Parents' Income	Reporting Parents of Graduates Estimating Income	Estimating Graduates of Parents Reporting Income
0 - 8,999	17.2	12.5	14.9	11.6
9,000 - 13,499	33.3	34.2	35.7	35.8
13,500 - 17,999	24.0	23.1	21.1	23.8
18,000 - More	25.5	30.1	28.2	28.9
Total	100.0	99.9	99.9	100.1
Wt. N	(1999)	(1816)	(1626)	(1626)

Table 26. Parents' Combined Yearly Income by Graduate's Sex

(VTL021,139) Parent Telephone Interview (In Percentages)

Parents' Yearly Income In Dollars	Graduate's Sex		
	Male	Female	All Graduates
0 - 8,999	17.0	17.4	17.2
9,000 - 13,499	35.9	30.7	33.3
13,500 - 17,999	22.1	25.8	24.0
18,000 - More	25.0	26.1	25.5
Total	100.0	100.0	100.0
Wt. N	(1006)	(993)	(1999)

Table 27. Graduate's Estimate of Parents' Yearly Income Before Taxes by Graduate's Sex

(VAR817) Graduate's Personal Interview (In Percentages)

Parents' Yearly Income In Dollars	Graduate's Sex		
	Male	Female	All Graduates
0 - 8,999	13.5	11.3	12.5
9,000 - 13,499	33.2	35.3	34.2
13,500 - 17,999	17.2	29.4	23.2
18,000 - More	36.1	24.0	30.2
Total	100.0	100.1	100.1
Wt. N	(927)	(889)	(1816)

Table 28. Parents' Combined Yearly Income by Graduate's Post-Secondary Activity

(VTL021,004) Parent Telephone Interview (In Percentages)

Parents' Income In Dollars	Type of Post-Secondary Activity In School	 Not-in-School	 All Grads
0 - 8,999	14.3	20.7	17.2
9,000 - 13,499	30.5	36.4	33.3
13,500 - 17,999	22.3	25.9	24.0
18,000 - More	32.8	17.0	25.5
Total	99.9	100.0	100.0
Wt. N	(1079)	(920)	(1999)

Table 29. Graduate's Estimate of Parents' Yearly Income Before Taxes by Type of Post-Secondary Activity

(VAR817) Graduate's Personal Interview (In Percentages)

Yearly Income in Dollars	Type of Post-Secondary Activity U of N	 State College	 Comm. Coll. & Proprtry School	 Private & Out-of-State College	 All in School	 Not-in-School	 All Grads
0 - 8,999	13.5	6.6	18.5	22.6	14.1	9.7	12.5
9,000 - 13,499	23.0	41.1	34.0	24.2	30.3	40.8	34.2
13,500 - 17,999	29.7	26.9	19.7	19.9	25.4	19.3	23.2
18,000 - More	33.7	25.4	27.8	33.4	30.2	30.1	30.2
Total	99.9	100.0	100.0	100.1	100.0	99.9	100.1
Wt. N	(448)	(281)	(274)	(133)	(1136)	(680)	(1816)

Table 30.* Parents' Combined Yearly Income Before Taxes as Reported by Parents of Graduates Interviewed by Type of Post-Secondary Activity

(VTL021) Graduate's Personal - Parent Telephone Interview (In Percentages)

Parents' Income In Dollars	Type of Post Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of-State College	All in School	Not-in-School	All Grads
0 - 8,999	10.3	6.7	16.5	15.2	12.9	19.2	15.2
9,000 - 13,499	26.6	45.3	41.4	35.7	33.5	39.7	35.7
13,500 - 17,999	17.1	23.7	21.9	22.0	31.7	19.2	22.0
18,000 - More	46.0	24.4	20.1	27.1	31.7	19.2	27.1
Total	100.0	100.1	99.9	100.0	100.0	100.1	100.0
Wt. N	(485)	(316)	(278)	(188)	(1267)	(731)	(1998)

*This Table is identical to Table 97.

Table 31. Parent's Identification of Personal Influences on Graduate's Post-Secondary Decision by Type of Post-Secondary Activity

(VT1044-046) Parent Telephone Interview (In Percentages)

Personal Influence	Post-Secondary Activity		
	Graduate In School	Graduate Not-in-School	All Parents
Parents	23*	9	18
Sister or Brother	14	9	13
Other Relative	7	8	7
One's Self	27	56	38
Friends	8	5	7
Boy/Girl Friend	2	6	3
Spouse	0	2	1
Adult Friend	2	1	2
Teacher	31	12	24
School Guidance Counselor	16	3	12
High School Administrator	1	1	1
College Recruiter	3	1	2
Person in a Profession	3	0	2
Employer	2	0	1
Co-worker on Job	1	0	1
Clergyman	4	3	3
Wt. N	(1210)	(718)	(1928)

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* Each respondent had the opportunity to name three personal influences. The percentage for each personal influence was calculated on the basis of the number of parents naming each type of person, and dividing by the number of parents naming at least one personal influence.

Table 32. Graduate's View of Amount of Personal Influence on Own Plans for After High School by Sex and All Graduates

(VAR520-533) Graduate's Personal Interview (In Percentages)

Category of Persons	Sex of Graduate					
	Male Influence*		Female Influence*		All Influence*	
	None	Great	None	Great	None	Great
Father	12	42	18	38	15	40
Mother	13	35	12	48	13	41
Older Siblings	57	14	44	18	51	16
(Older Siblings)**	(37	21)	(23	26)	(31	23)
Younger/Same Age Sib	75	1	74	3	75	2
Other Relative	59	12	58	8	59	10
Guidance Counselor	47	12	49	10	48	11
Teacher	55	14	43	17	49	15
Principal	84	5	81	4	83	5
Clergyman	84	4	83	1	84	2
State Employment Officer	89	2	90	2	89	2
Adult Not Mentioned	54	11	58	10	56	10
Friends Own Age	24	18	24	25	24	21
Yourself	1	92	1	97	1	94
Wt. N	(1047)		(1013)		(2006)	

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* Responses for each category of Influence were Not at All, Some, and a Great Deal of Influence. As each category of persons is independent, the percentages sum to 100%. The proportion answering Some Influence may be calculated by subtracting the percentages displayed from 100.

** Recalculated on the basis of those having an older sibling: Wt. N, Male (668), Female (712), All (1380).

Table 33. Graduates Choosing the Three Most Influential Persons* Influencing Their Plans for After High School from Those Individuals Having a Great Deal of Influence

(VAR534-536) Graduate's Personal Interview (In Percentages)

Category of Persons**	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Father	48	37	28	37	45	39
Mother	44	36	28	30	46	35
Older Sibling	30	27	10	26	8	23
(Older Sibling)***	44	38	14	36	11	33
Younger/Same Age Sibling	10	1	0	1	8	1
Other Relative	3	0	3	5	0	3
Guidance Counselor	6	10	12	6	0	3
Teacher	15	19	3	6	7	10
Principal	0	4	6	1	0	2
Clergyman	3	4	3	1	4	3
State Employment Officer	0	0	0	3	5	1
Other Adult	4	8	5	12	11	8
Friends Own Age	15	14	10	12	14	13
Yourself	80	77	89	75	94	79
Other	2	4	0	3	0	2
Wt. N	(495)	(348)	(287)	(730)	(133)	(1994)

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*Each respondent was asked to choose three of their personal influences they had previously chosen as having a great deal of influence (if they had chosen as many as three) as their three most important influences. The percentages were calculated on the number of graduates choosing each personal influence divided by the number of graduates who chose at least one personal influence.

**Each category of persons and activity is independent.

***Recalculated by eliminating those graduates not having older brothers and sisters.

Table 34 Graduates Choosing Each Type of Person as Not at All an Influence or a Great Deal of an Influence on Their Plans for After High School by Type of Post-Secondary Activity

(VAR520-533) **Graduates Personal Interview (In Percentages)**

Category of Persons	*Type of Post-Secondary Activity*									
	U. of N.		State College		Com. College Proprietary School		Not in School		Private & Out-of-State College	
	Not at All	A Great Deal	Not at All	A Great Deal	Not at All	A Great Deal	Not at All	A Great Deal	Not at All	A Great Deal
Father	3	50	15	39	30	25	19	36	9	56
Mother	6	50	8	44	14	26	19	35	13	64
Older Sibling	42	21	55	24	56	4	54	13	46	11
(Older Sibling)†	(20	31)	(33	36)	(34	7)	(39	19)	(11	18)
Younger/Same Age Sibling	73	0	74	6	81	0	73	2	79	2
Older Relative	51	11	66	8	57	8	61	11	58	13
Guidance Counselor	36	13	35	17	50	11	62	8	48	4
Teacher	32	20	31	25	56	6	67	11	47	16
Principal	74	3	74	5	83	7	91	5	96	4
Clergyman	75	4	86	4	90	0	87	1	79	7
State Employment Officer	95	0	96	0	91	0	82	3	87	7
Other Adult	54	6	66	10	50	10	54	13	63	14
Friends Own Age	24	21	21	26	31	21	21	19	28	17
Yourself	1	94	1	88	0	95	1	95	0	100
Wt. N	(517)		(369)		(291)		(750)		(133)	

† Recalculated on the basis of graduates having an older sibling.

Table 35. Graduate's Frequency of Discussion About Post-Secondary Educational and Occupational Plans with Various Types of Persons

(VAR507-519) Graduate's Personal Interview (In Percentages)

Category of Persons	Frequency of Discussions			
	Never	Seldom	Often	Total
Father	8	33	59	100
Mother	3	27	70	100
Older Siblings	36	34	31	101
(Older Siblings)*	(14	43	43)	100
Younger/Same Age Siblings	51	38	12	101
Other Relative	34	49	18	101
Guidance Counselor	20	46	33	99
Teacher	20	49	31	100
Principal	69	25	7	101
Clergyman	72	24	5	101
State Employment Officer	86	12	2	100
Adult Not Mentioned	42	40	18	100
Friends Own Age	6	29	66	101
Wt. N (2060)				

*Recalculated on the basis of those graduates having an older sibling. Wt. N (1380)

Table 36. What Graduates Report Most of Close Friends Have Been Doing in the Year After Graduation by Type of Post-Secondary Activity

(VAR556) Graduate's Personal Interview (In Percentages)

Friends' Activity	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
In School	80	80	69	37	84	63
Not-in-School	20	20	31	64	16	37
Total	100	100	100	101	100	100
Wt. N	(517)	(369)	(291)	(736)	(133)	(2045)

Table 37. Church Preference Regarding Continuing Education by Type of Post-Secondary Activity

(VAR766) Graduate's Personal Interview (In Percentages)

Church Preference	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Encouraged	35	41	37	28	56	35
No Preference	63	59	63	70	44	63
Discouraged	2	0	0	2	0	1
Total	100	100	100	100	100	99
Wt. N	(483)	(349)	(267)	(654)	(133)	(1886)

Table 38. Influence of Church on Post-Secondary Decision by Type of Post-Secondary Activity

(VAR767) Graduate's Personal Interview (In Percentages)

Influence of Church	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	All Grads
Yes, Continue Education	9	11	3	5	18	8
Yes, Get Job	3	0	0	6	0	3
No Influence	88	89	97	90	82	90
Total	100	100	100	101	100	101
Wt. N	(491)	(349)	(267)	(662)	(125)	(1895)

Table 39. High School Voluntary Organization Memberships by Type of Post-Secondary Activity

(VAR690-709) Graduate's Personal Interview (In Percentages)

Number of Memberships	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
None	0	0	0	8	0	3
One	2	9	5	6	0	5
Two-Three	11	15	22	28	0	18
Four-Six	24	25	23	31	30	27
Seven-Nine	32	23	37	16	38	26
Ten or More	32	28	14	11	32	21
Total	101	100	101	100	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 40. Voluntary Organization Preference Regarding Continuing Education

(VAR719-739) Graduate's Personal Interview (In Percentages)

	Preference of All Voluntary Organizations
Discourage it	1
No Preference	64
Encourage it	36
Total	101
Wt. N	(13,377)

Table 41. **High School Program by Sex**

(VAR410) **Graduate's Personal Interview (In Percentages)**

High School Program	Sex		
	Male	**Female**	**All Graduates**
General	40	39	39
College Preparatory	44	48	46
Vocational	16	13	15
Total	100	100	100
Wt. N	(1107)	(1097)	(2204)

Table 42. **High School Program and Type of Post-Secondary Activity**

(VAR410) **Graduate's Personal Interview (In Percentages)**

Post-Secondary Activity	**High School Program**			
	General	**College Preparatory**	**Vocational**	**All Grads**
U of M	17	36	3	23
State College	11	26	3	17
Community College & Proprietary School	17	6	30	14
Not-in-School	51	16	65	37
Private & Out-of-State College	5	15	0	9
Total	101	99	101	101
Wt. N	(869)	(1014)	(322)	(2204)

Table 43. High School Program by Type of Post-Secondary Activity

(VAR410) Graduate's Personal Interview (In Percentages)

Post-Secondary Activity	High School Program				
	General	College Preparatory	Vocational	Total	Wt. N
U of M	28	70	2	100	(523)
State Colleges	25	73	2	100	(369)
Community College & Proprietary School	48	21	31	100	(305)
Not-in-School	54	20	26	100	(814)
Private & Out-of-State Colleges	22	78	0	100	(228)
All Graduates	39	46	15	100	(2204)

Table 44. Grades in High School (Graduate's Self Report) by Sex

(VAR436,008) Graduate's Personal Interview (In Percentages)

Grades in High School	Sex		
	Male	Female	All Graduates
Mostly A	11	31	21
Half A, Half B	26	29	28
Mostly B	19	15	17
Half B, Half C	33	17	25
Mostly C or Less	11	8	9
Total	100	100	100
Wt. N	(1107)	(1097)	(2204)

Table 45. Grades in High School (Graduate's Self Report) by Type of Post-Secondary Activity

(VAR436) Graduate's Personal Interview (In Percentages)

Grades in High School	Type of Post-Secondary Activity					
	U of M	State College	Community College &. Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Mostly A	43	21	13	4	43	21
Half A, Half B	26	44	20	23	31	27
Mostly B	12	11	24	21	16	17
Half B, Half C	17	22	32	34	6	25
Mostly C or Less	2	2	11	18	4	9
Total	100	100	100	100	100	99
Wt. N	(523)	(369)	(305)	(814)	(194)	(2204)

Table 46. Grades in High School (Graduate's Self Report) and Type of Post-Secondary Activity by Sex

(VAR436,008) Graduate's Personal Interview (In Percentages)

Sex Grades in High School	U of N	Type of Post-Secondary Activity State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	Total	Wt. N
Male							
Mostly A	65	10	6	0	19	100	(122)
Half A, Half B	32	24	8	30	6	100	(288)
Mostly B	22	12	24	37	5	100	(210)
Half B, Half C	19	12	17	49	3	100	(367)
C or Less	7	7	6	74	7	101	(120)
All Males	27	14	13	39	6	99	(1107)
Female							
Mostly A	43	20	9	11	18	101	(341)
Half A, Half B	13	30	12	32	13	100	(316)
Mostly B	11	9	15	53	12	100	(166)
Half B, Half C	10	19	19	52	0	100	(190)
C or Less	0	0	32	68	0	100	(85)
All Females	21	19	14	35	11	100	(1097)
All Graduates							
Mostly A	49	17	8	8	18	100	(463)
Half A, Half B	22	27	10	31	10	100	(604)
Mostly B	17	11	20	44	8	100	(376)
Half B, Half C	16	14	18	50	2	100	(557)
C or Less	4	4	17	72	4	101	(204)
All Graduates	24	17	14	37	9	101	(2204)

Table 47. **Comparative Intelligence by Type of Post-Secondary Activity**

(VAR454) **Graduate's Personal Interview (In Percentages)**

Comparative Intelligence	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	All Grads
Among Brightest	40	16	7	4	31	17
Above Average	41	55	25	30	43	37
Average	20	29	66	60	24	43
Below Average	0	0	3	6	2	3
Total	101	100	101	100	100	100
Wt. N	(523)	(369)	(305)	(814)	(194)	(2204)

Table 48. **Comparative Intelligence and Type of Post-Secondary Activity**

(VAR454) **Graduate's Personal Interview (In Percentages)**

Post-Secondary Activity	Comparative Intelligence				
	Among Brightest	Above Average	Average	Below Average	All Graduates
U of N	54	26	11	0	24
State College	16	25	11	0	17
Community College & Proprietary School	5	9	21	15	14
Not-in-School	9	30	52	79	37
Private & Out-of-State College	16	10	5	6	9
Total	100	100	100	100	101
Wt. N	(382)	(813)	(944)	(65)	(2204)

Table 49. Ability to Complete College and Type of Post-Secondary Activity

(VAR028) Graduate's Personal Interview (In Percentages)

Post-Secondary Activity	Ability to Complete College					
	Yes, Definitely	Yes, Probably	Not Sure	Doubt It	Definitely Not	All Grads
U of N	27	21	11	0	0	23
State College	22	10	3	25	0	17
Community College & Proprietary School	14	16	12	0	0	14
Not-in-School	24	47	74	75	100	36
Private & Out-of State College	13	6	0	0	0	10
Total	100	100	100	100	100	100
Wt. N	(1315)	(731)	(116)	(34)	(35)	(2231)

Table 50. Ability to Complete College by Type of Post-Secondary Activity

(VAR028) Graduate's Personal Interview (In Percentages)

Ability to Complete College	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes, Definitely	68	77	59	39	79	59
Yes, Probably	30	20	36	43	21	33
Not Sure	3	1	5	11	0	5
Doubt It	0	2	0	3	0	2
Definitely Not	0	0	0	4	0	2
Total	101	100	100	100	100	101
Wt. N	(519)	(369)	(314)	(807)	(222)	(2231)

Table 51. Hours Graduate Worked in Job During Senior Year in High School by Type of Post-Secondary Activity

(VAR443) Graduate's Personal Interview (In Percentages)

Hours Worked	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
None	24	13	14	23	35	22
Less than 6	12	13	1	6	13	9
6 to 10	13	15	12	10	3	11
11 to 15	18	12	13	8	27	13
16 to 20	18	24	23	17	12	19
21 to 25	8	10	9	13	2	10
26 to 30	4	6	17	10	0	8
More than 30	4	7	11	13	8	9
Total	101	100	100	100	100	101
Wt. N	(523)	(345)	(305)	(814)	(218)	(2204)

Table 52. Overall Help with Occupational Planning High School Gave Graduate by Type of Post-Secondary Activity

(VAR533) Graduate's Personal Interview (In Percentages)

Amount of Help	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
A Lot	14	25	19	23	27	21
Some	56	50	44	32	42	44
A Little	22	17	35	33	31	27
None	8	7	3	13	0	8
Total	100	99	101	101	100	100
Wt. N	(517)	(369)	(291)	(726)	(133)	(2035)

Table 53. Frequency of Graduate's Discussion of Post-Secondary Plans with Guidance Counselor by Type of Post-Secondary Activity

(VAR512) Graduate's Personal Interview (In Percentages)

Frequency of Discussion	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Often	31	40	38	33	22	33
Seldom	54	46	33	44	60	46
Never	15	15	30	23	18	20
Total	100	101	101	100	100	99
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 54. Whether or Not Graduate Could See a Guidance Counselor in High School When Needed by Type of Post-Secondary Activity

(VAR505) Graduate's Personal Interview (In Percentages)

Could See Guidance Counselor	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	92	79	82	85	93	86
No, School Has One	7	15	12	12	7	11
No, School Has None	0	2	3	2	0	1
Never Needed One	1	5	3	1	0	2
Total	100	101	100	100	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 55. Whether or Not Guidance Counselor in High School Had Information Needed by Type of Post-Secondary Activity

(VAR506) Graduate's Personal Interview (In Percentages)

Guidance Counselor Had Information	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	72	79	69	75	65	73
No, School Has One	26	19	19	19	35	22
No, School Has None	0	2	3	2	0	1
Never Needed One	1	1	9	5	0	4
Total	99	101	100	101	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 56. Whether or Not Guidance Counselor Ever Initiated Talks in High School with Graduate About Post-Secondary Educational or Occupational Plans by Type of Post-Secondary Activity

(VAR537) Graduate's Personal Interview (In Percentages)

Initiated Talks	Type of Post Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	81	76	62	68	60	71
No	19	24	38	32	40	29
Total	100	100	100	100	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 57. **Frequency of Graduate's High School Senior Year Talk About Post-Secondary Education or Occupation with Guidance Counselor by Type of Post-Secondary Activity**

(VAR 540) **Graduate's Personal Interview (In Percentages)**

Frequency of Talks	Type of Post Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	All Grads
6 or More Times	15	24	31	23	21	22
4 or 5 Times	28	27	15	22	18	23
2 or 3 Times	41	29	32	31	48	34
One Time	12	12	10	10	13	11
Never	4	5	12	15	0	9
No Counselor	0	3	0	0	0	1
Total	100	100	100	101	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 58. High School Guidance Counselor's Attempt to Influence Graduate's Post-Secondary Plans by Type of Post-Secondary Activity

(VAR543,551) Graduate's Personal Interview (In Percentages)

Post-Secondary Plans	Type of Influence	Type of Post-Secondary Activity					
		U of N	State Coll.	Community College & Proprtry School	Not-in-School	Private & Out-of-State College	All Grads
Go to University	Discourage	1*	0	4	5	11	3
	Didn't Try	36	75	87	55	30	57
	Encourage	64	25	9	41	59	41
Go to College	Discourage	3	0	0	2	0	1
	Didn't Try	33	22	51	40	12	34
	Encourage	65	78	49	58	88	64
Take Acad Prog in Comm Coll	Discourage	15	9	0	4	21	8
	Didn't Try	78	76	57	55	69	66
	Encourage	7	16	43	41	11	26
Go to Voc Tech or Prop School	Discourage	16	12	0	2	23	9
	Didn't Try	74	76	40	33	77	56
	Encourage	10	12	60	66	0	36
Enter On-the-Job Training	Discourage	21	15	4	14	18	15
	Didn't Try	78	81	83	64	75	74
	Encourage	2	4	13	23	8	11
Enter Armed Forces	Discourage	20	17	9	17	20	17
	Didn't Try	78	79	86	75	80	78
	Encourage	2	4	6	8	0	5
Get Job Immediately After H.S.	Discourage	43	35	29	11	48	29
	Didn't Try	56	63	70	76	46	65
	Encourage	1	2	1	13	6	6
Get Married Let Spouse Support	Discourage	42	37	36	28	38	35
	Didn't Try	58	63	64	70	62	64
	Encourage	0	0	0	1	0	1
Wt. N		(500)	(338)	(259)	(649)	(133)	(1880)

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*Each grouping of Post-Secondary Plans and Type of Post-Secondary Activity is percentaged vertically and sums to 100%, with minor variations due to rounding error.

Table 59. Whether or Not Teachers Ever Initiated Talks in High School with Graduate About Post-Secondary Educational or Occupational Plans by Type of Post-Secondary Activity

(VAR539) Graduate's Personal Interview (In Percentages)

Initiated Talks	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	73	78	65	53	66	65
No	27	22	35	47	34	35
Total	100	100	100	100	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 60. Frequency of Graduate's High School Senior Year Talks About Post-Secondary Education or Occupation with Teachers by Type of Post-Secondary Activity

(VAR542) Graduate's Personal Interview (In Percentages)

Frequency of Talks	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
6 or More Times	21	32	22	23	15	24
4 or 5 Times	15	16	22	10	25	15
2 or 3 Times	35	33	29	26	33	30
One Time	18	7	6	7	13	10
Never	11	11	22	34	14	21
Total	100	99	101	100	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 61. Whether or Not Principal or Assistant Principal Ever Initiated Talks in High School with Graduate About Post-Secondary Educational or Occupational Plans by Type of Post-Secondary Activity

(VAR538) Graduate's Personal Interview (In Percentages)

Initiated Talks	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	25	27	15	24	22	23
No	75	74	85	77	78	77
Total	100	101	100	101	100	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 62. Frequency of Graduate's High School Senior Year Talks About Post-Secondary Education or Occupation with Principal or Assistant Principal by Type of Post-Secondary Activity

(VAR541) Graduate's Personal Interview (In Percentages)

Frequency of Talks	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
6 or More Times	2	4	6	3	0	3
4 or 5 Times	3	4	2	4	4	3
2 or 3 Times	17	20	9	13	7	14
One Time	19	16	14	7	19	13
Never	59	56	69	73	69	66
Total	100	100	100	100	99	99
Wt. N	(517)	(369)	(291)	(742)	(133)	(2051)

Table 63. Graduates Who Had Participated One or More Times in Each Type of Educational or Occupational Search Activity While in High School by Type of Post-Secondary Activity, and All Graduates

(VAR456-472) **Graduate's Personal Interview (In Percentages)**

Search Activity	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	All Grads
1 Talked with students in 4-yr college or university	91	85	73	68	96	80
2 Talked with workers in jobs	63	63	82	72	87	71
3 Used school files on jobs	64	71	70	64	65	66
4 Talked with students in comm colleges & proprietary schools	56	62	83	77	46	68
5 Talked with official or teacher of college about going to it	63	58	52	41	78	54
6 Visited 4-yr college or university	84	82	37	26	83	56
7 Discussion about jobs related to subject studied	60	65	91	75	73	72
8 Wrote for materials from 4-yr college or university	77	74	35	24	92	53
9 Watched films on jobs or careers	58	63	72	87	53	71
10 Job fair/career day	52	51	58	54	79	56
11 Wrote for materials from comm college or proprietary school	35	47	68	52	34	48
12 Visited industry, etc. see what jobs like	54	59	56	56	62	56
13 Visited comm college or proprietary school	25	31	68	55	25	43
14 Course on jobs	16	34	52	45	14	35
15 Wrote for materials describing jobs	25	43	22	38	56	35
16 Special programs on jobs in class	55	48	47	37	57	46
17 T.V. programs or commercials on jobs	33	32	34	41	50	37
Wt. N	(523)	(369)	(305)	(807)	(194)	(2197)

Table 64. Graduates Who Had Participated Three or More Times in Each Type of Educational or Occupational Search Activity While in High School by Type of Post-Secondary Activity, and All Graduates

(VAR456-472) Graduate's Personal Interview (In Percentages)

Search Activity	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
1 Talked with students in 4-yr college or university	55	50	25	24	56	39
2 Talked with workers in jobs	22	22	19	28	29	24
3 Used school files on jobs	25	24	27	25	27	25
4 Talked with students in comm colleges & proprietary schools	19	23	23	28	11	23
5 Talked with official or teacher of college about going to it	20	20	0	10	43	15
6 Visited 4-yr college or university	18	24	1	6	52	15
7 Discussion about jobs related to subject studied	17	24	28	21	11	20
8 Wrote for materials from 4-yr college or university	20	26	3	6	61	17
9 Watched films on jobs or careers	19	18	24	35	15	25
10 Job fair/career day	3	8	4	5	15	6
11 Wrote for materials from comm college or proprietary school	5	18	17	8	19	11
12 Visited industry, etc. see what jobs like	9	11	13	14	20	13
13 Visited comm college or proprietary school	3	7	3	10	5	6
14 Course on jobs	7	8	19	17	3	12
15 Wrote for materials describing jobs	5	5	3	6	24	7
16 Special programs on jobs in class	9	11	10	7	21	10
17 T.V. programs or commercials on jobs	6	3	8	10	10	8
Wt. N	(523)	(369)	(305)	(807)	(194)	(2197)

Table 65. **Graduates Choosing Each Search Activity Among Their Three Most Influential Sources for Securing Information Which Helped Decision-Making for After High School by Type of Post-Secondary Activity, and All Graduates**

(VAR473-475) **Graduate's Personal Interview (In Percentages)**

Helpful Activity	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
1 Talked with students in 4-yr college or university	62	53	19	26	61	41
2 Talked with workers in jobs	22	12	36	46	30	32
3 Used school files on jobs	29	26	28	22	9	24
4 Talked with students in comm colleges & proprietary schools	9	15	45	36	0	24
5 Talked with official or teacher of college about going to it	24	25	8	19	31	21
6 Visited 4-yr college or university	40	37	3	3	36	20
7 Discussion about jobs related to subject studied	12	18	21	23	6	18
8 Wrote for materials from 4-yr college or university	29	27	0	6	42	17
9 Watched films on jobs or careers	9	12	19	24	0	15
10 Job fair/career day	14	9	15	14	11	13
11 Wrote for materials from comm college or proprietary school	4	13	31	10	5	11
12 Visited industry, etc. see what jobs like	11	0	13	15	15	11
13 Visited comm college or proprietary school	2	4	24	19	0	11
14 Course on jobs	2	14	19	12	12	11
15 Wrote for materials describing jobs	7	7	3	3	21	7
16 Special programs on jobs in class	4	6	4	6	3	5
17 T.V. programs or commercials on jobs	3	2	6	6	8	5
Wt. N	(471)	(317)	(305)	(734)	(187)	(2013)

Table 66. Frequency of Graduate's Talks with Father/Mother During High School Senior Year About Continuing Education by Type of Post-Secondary Activity

(VAR776/777) Graduate's Personal Interview (In Percentages)

Frequency of Graduate's Talks	Type of Post-Secondary Activity											
	U of N		State College		Community College & Proprietary School		Not-in-School		Private & Out-of-State College		All Grads	
Once a week or more	16	23*	25	31	29	34	24	26	43	47	24	28
Several times a month	40	35	26	31	13	18	10	16	37	37	23	25
Once a month to several times in year	35	35	39	28	48	41	31	29	14	16	35	31
Once or twice a year	4	3	0	4	9	7	26	22	7	0	12	11
Not at all in senior year	5	3	11	6	1	0	9	7	0	0	7	4
Total	100	99	100	100	100	100	100	100	101	100	101	99
Wt. N	(510)	(517)	(357)	(369)	(255)	(285)	(744)	(750)	(130)	(124)	(1996)	(2045)

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*The upper left number of each set of two numbers is the frequency of talks with Father and the lower right number of each set of numbers is the frequency of talks with Mother. The left column of percentages for each Type of Post-Secondary Activity is the frequency of talks with Father and the right column is the frequency of talks with Mother.

Table 67. Parents' Role in Graduate's Post-Secondary Decision-Making by Type of Post-Secondary Activity

(VTL040) Parent Telephone Interview (In Percentages)

Parents' Role in Decision-making	Type of Post-Secondary Activity						
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All in School	Not-in School	All Parents
Made Decision	0	2	0	0	1	0	1
Shared Equally in Decision	35	27	23	34	30	21	27
Large Part in Process, Not in Decision	13	11	12	1	10	2	7
Participated Somewhat in Process	29	28	24	40	30	23	27
Small Part in Process	15	23	25	21	20	24	22
No Part	8	10	17	4	10	31	17
Total	100	101	101	100	101	101	101
Wt. N	(526)	(369)	(310)	(225)	(1430)	(808)	(2238)

Table 68. Parents' Role in Graduate's Post-Secondary Decision-Making, and Type of Post-Secondary Activity

(VTL040) Graduate's Personal and Parent Telephone Interview
(In Percentages)

Post-Secondary Activity	Parents' Role in Decision-Making						
	We Made	Equal Share in Decision	Large Part	Partici-pated Some	Small Part	No Part	All Parents
U of N	0	31	43	25	16	11	24
State College	100	17	25	17	18	9	17
Community College & Proprietary School	0	12	22	12	16	13	14
Private & Out-of-State College	0	13	2	15	10	2	10
All in School	100	73	92	69	60	35	65
Not-in-School	0	28	8	30	40	65	36
Total	100	101	100	99	100	100	101
Wt. N	(6)	(597)	(161)	(607)	(482)	(387)	(2240)

Table 69. Parents' Educational Ambition for Graduate by Type of Post-Secondary Activity

(VTL047,048) Parent Telephone Interview (In Percentages)

Father's Educational Ambition	Type of Post-Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of State College	All in School	Not-in School	All Fathers
Stop before or after High School	1	0	2	0	1	10	4
No preference after H.S. graduation	13	8	13	7	11	25	16
Prop. Sch. or Tech. or Comm. College	4	12	45	4	15	43	25
4-yr College or University	69	73	37	76	64	19	48
Grad. or Prof. School	13	7	3	12	9	2	7
Total	100	100	100	99	100	99	100
Wt. N	(474)	(352)	(274)	(217)	(1318)	(781)	(2098)

Mother's Educational Ambition							All Mothers
Stop before or after High School	0	0	2	0	1	10	4
No preference after H.S. graduation	11	8	14	8	10	25	16
Prop. Sch. or Tech. or Comm. College	4	12	47	4	16	45	26
4-yr College or University	71	73	37	78	65	19	48
Grad. or Prof School	15	7	0	10	9	2	6
Total	101	100	100	100	101	101	100
Wt. N	(481)	(363)	(295)	(211)	(1351)	(795)	(2146)

Table 70. Parents Perceived to Have College Plans for Graduate by Type of Post-Secondary Activity

(VAR778) Graduate's Personal Interview (In Percentages)

Perceived to Have College Plans	Post-Secondary Activity						
	U of N	State College	Private & Out-of-State College	Traditional College	Community College & Proprietary School	Not-in-School	All Grads
Yes	73	83	98	80	46	35	59
No	21	13	3	16	45	60	36
Don't Know	6	5	0	5	10	5	5
Total	100	101	101	101	101	100	100
Wt. N	(517)	(369)	(133)	(1019)	(291)	(750)	(2060)

Table 71. Age When Graduate Perceived Parents Had College Plans for Him/Her by Type of Post-Secondary Activity

(VAR779) Graduate's Personal Interview (In Percentages)

Age Parents'	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Before 12	23	18	8	17	28	19
12, 13, 14	33	34	23	29	43	32
15	27	18	4	21	15	20
16	14	13	32	18	14	17
17	0	12	26	10	0	8
18	2	5	7	5	0	4
Total	99	100	100	100	100	100
Wt. N	(377)	(305)	(133)	(275)	(121)	(1212)

Table 72. Perceived Financial Preparations for College of Those Parents with College Plans for Graduate

(VAR780,781) Graduate's Personal Interview (In Percentages)

Type of Preparation	Percent*
Increased financial savings and investments	53
Parents promised to pay for school	12
Got student securing own means of financing college	10
Mother got job	2
Father got better job or pay	2
Sought information on student loans	1
Promised to loan money to student	1
Unspecified	1
Nothing I know of	32

Wt. N (1177)

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* Each respondent had the opportunity to name two types of financial preparation. The percentages were calculated on the basis of the number of graduates selecting each type of preparation.

Table 73. Perceived Non-Financial Methods of Preparing Graduate for Post-Secondary Education

(VAR782,783) Graduate's Personal Interview (In Percentages)

Methods of Non-Financial Preparation	Percent*
Discussed personal and material benefits of going to college	44
Actively assisted in seeking post-secondary school information	12
Encouraged graduate to seek post-secondary school information	9
Encouraged high school academic activity beneficial for college	12
Approved and encouraged graduate in decision to go to college	10
Conversation often included references to family members' college experiences	9
Encouraged and facilitated personal growth conducive to further education	6
Encouraged a specific school	4
Nothing	17
Wt. N (1177)	

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*Each respondent had the opportunity to name two types of non-financial preparation. The percentages were calculated on the basis of the number of graduates selecting each type of preparation.

Table 74. Post-Secondary Education Taken for Granted at Home by Type of Post-Secondary Activity

(VAR784) Graduate's Personal Interview (In Percentages)

Education Taken for Granted	Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	81	87	58	24	93	59
No	13	10	34	63	7	34
Don't Know	6	3	8	13	0	8
Total	100	100	100	100	100	101
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 75. Work and Not Further Education Taken for Granted by Parents Afte High School by Type of Post-Secondary Activity

(VAR785) Graduate's Personal Interview (In Percentages)

Work Taken for Granted	Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Yes	0	0	1	44	3	16
No	98	96	89	47	98	78
Don't Know	2	4	10	9	0	6
Total	100	100	100	100	101	100
Wt. N	(517)	(369)	(291)	(750)	(133)	(2060)

Table 76. Graduate's Perception of Father's Stress of Post-Secondary Education by Type of Post-Secondary Activity

(VAR774) Graduate's Personal Interview (In Percentages)

Amount of Stress	Type of Post-Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of-State College	All in School	Not-in-School	All Grads
Stressed it a lot	42	33	40	72	42	16	32
Stressed it some	39	28	47	12	35	23	30
Stressed, but didn't mention it	14	23	10	7	15	26	19
Didn't say either way	5	17	4	7	8	25	15
Stressed work	0	0	0	3	1	9	4
Total	100	101	101	101	101	99	100
Wt. N	(510)	(357)	(255)	(130)	(251)	(744)	(1995)

Table 77. Graduate's Perception of Mother's Stress of Post-Secondary Education by Type of Post-Secondary Activity

(VAR775) Graduate's Personal Interview (In Percentages)

Amount of Stress	Type of Post-Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of-State College	All in School	Not-in-School	All Grads
Stressed it a lot	47	52	50	68	51	17	39
Stressed it some	42	30	41	23	36	32	35
Stressed, but didn't mention it	8	12	7	3	8	17	12
Didn't say either way	1	6	2	7	3	25	11
Stressed work	2	0	0	0	1	9	4
Total	100	100	100	101	99	100	101
Wt. N	(517)	(369)	(285)	(124)	(1297)	(750)	(2047)

Table 78. Graduate's Perception of How Much Schooling Father Wanted/Expected Graduate to Get by Type of Post-Secondary Activity

(VAR770/772) Graduate's Personal Interview (In Percentages)

Schooling Wanted/Expected	Type of Post-Secondary Activity											
	U of N		State College		Community College & Proprietary School		Not-in-School		Private & Out-of-State College		All Grads	
Stop before or after High School	1	3*	0	0	0	1	17	28	3	0	7	11
No preference after H. S. graduation	11	14	11	17	29	31	37	31	7	0	23	22
Proprietary or Tech Coll. - Non-Academic	5	1	4	2	49	41	29	21	0	0	19	14
Junior or Community College - Academic	0	0	2	2	5	13	0	1	0	0	1	3
Four-year college or university	75	73	67	64	15	7	13	11	63	93	42	41
Graduate or professional school	7	8	16	11	0	0	2	1	28	7	7	5
Don't know	0	0	0	4	3	7	1	6	0	0	1	4
Other	1	0	0	0	0	0	1	1	0	0	1	1
Total	99	101	100	100	100	100	100	100	101	100	101	101
Wt. N	(510)		(357)		(255)		(744)		(130)		(1996)	

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*The upper left number of each pair of numbers is how much schooling Father wanted graduate to get and the lower right number of each pair is how much schooling Father expected graduate to get. The left column of percentages for each Type of Post-Secondary Activity is how much schooling Father wanted graduate to get while the right column is how much schooling Father expected graduate to get.

Table 79. Graduate's Desires/Expectation for Future Occupation by Type of Post-Secondary Activity

(VAR019/021) Graduate's Personal Interview (In Percentages)

Type of Occupation Desired/Expected	Type of Post-Secondary Activity					
	U of N	State College	Community College &. Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Clerical	1	6	8	6	0	5
	3	14	15	9	0	8
Craftsman	0	2	11	10	0	6
	0	2	13	16	0	8
Farmer	2	4	5	11	0	6
	6	6	7	8	3	7
Homemaker	0	2	3	4	0	2
	1	2	0	12	0	5
Laborer	0	0	2	0	0	1
	0	0	0	5	0	2
Manager	5	4	2	2	0	3
	4	8	0	4	0	4
Military	0	0	0	2	0	1
	1	0	0	1	0	1
Operative	0	0	0	1	0	1
	0	0	0	2	0	1
Professional	83	72	40	40	95	61
	75	54	22	16	89	44
Proprietor	4	4	9	5	0	5
	0	2	4	2	0	2
Protective Service	3	0	0	4	0	2
	2	0	0	2	0	1
Sales	2	2	7	0	0	2
	1	3	4	6	0	4
Service	0	3	9	4	0	3
	0	0	17	3	0	3
Technical	1	0	2	6	2	3
	2	5	15	7	0	6
Other	0	0	4	2	4	2
	0	0	0	0	0	0
Don't Know	0	2	0	2	0	1
	6	4	3	8	8	6
Total	101	102	102	99	101	102
	98	100	100	101	100	102
Wt. N	(526)	(369)	(317)	(814)	(225)	(2251)

Table 80. Graduate's Desires/Expectations for Post-Secondary Schooling by Type of Post-Secondary Activity

(VAR022/023) Graduate's Personal Interview (In Percentages)

Post-Secondary Schooling Desired/Expected	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Graduate from High School	0 0*	0 0	0 0	14 47	0 0	5 17
Trade School or Technical School	0 1	2 0	42 60	26 25	0 0	16 18
Two-Year Business School	0 3	2 2	8 11	9 2	0 0	5 3
Nursing School Three Years	1 6	4 6	5 5	2 1	4 4	2 4
Two Years of College	2 5	7 9	3 6	7 6	4 12	5 7
Graduate from College	26 59	42 62	29 9	29 2	45 45	32 34
Graduate from Graduate School	69 25	38 13	9 5	11 2	48 35	32 13
Other	2 2	6 8	5 4	3 5	0 4	3 4
Total	100 101	101 100	101 100	101 100	101 100	100 100
Wt. N	(526)	(369)	(317)	(814)	(225)	(2251)

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* The upper left percentage of each pair of numbers is how much schooling the graduates desired and the lower right percentage is how much schooling the graduates expect to obtain. The left column of percentages for each Type of Post-Secondary Activity is how much schooling the graduates desired, while the right column is how much schooling the graduates expect to obtain.

Table 81. Amount of Schooling Graduate Would Like to Realistically Expect to Obtain by the Amount of Schooling the Father Wanted the Graduate to Obtain

(VAR047/049) Graduate's Personal/Parent Telephone Interview
(VAR023) (In Percentages)

Schooling Graduate Would Like to/Expects to Obtain	Schooling Father Wanted Graduate to Obtain					
	H.S. Grad. and Stop	H.S. Grad. & Anything Beneficial	Comm. Coll. or Prop. School	4-Year College	Grad. or Prof. Sch.	All Grads
Graduate from High School	4 47*	13 34	11 35	1 4	0 0	6 18
Equivalent of 2-Yr College	52 16	36 42	56 57	12 21	13 14	29 33
Graduate from College	36 37	34 21	22 7	41 56	14 41	33 36
Grad. or Prof. Degree	8 0	18 4	11 2	46 18	74 46	33 13
Total	100 100	101 101	100 101	100 99	101 101	101 100
Wt. N	(84) (93)	(327) (316)	(529) (514)	(951) (956)	(136) (127)	(2027) (2006)

Tau B = .40/.48

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*The upper left number of each pair represents the proportion of graduates who would like to obtain a certain amount of schooling by the amount of schooling their father wanted them to secure. The number to the lower right in each pair represents the proportion of graduates who expect to obtain a certain amount of schooling by the amount of schooling their father wanted them to secure. The left column of percentages for each amount of schooling the father wanted the graduate to obtain represents the amount of schooling the graduate expects to obtain by the amount of schooling the father wanted the graduate to obtain. The right column of percentages for each amount of schooling the father wanted the graduate to obtain represents the amount of schooling the graduate realistically expects to obtain by the amount of schooling the father wanted the graduate to obtain.

Table 82. Parents' Schooling

(VTL107,108) Graduate's Personal/Parent Telephone Interview
(In Percentages)

Amount of Schooling	Father	Mother	All Parents
Less than High School Graduate	22	13	17
High School Graduate only	41	45	43
Less than 4 years of College	18	29	24
College Graduate or Graduate Degree	19	13	16
Total	100	100	100
Wt. N	(2230)	(2233)	(4463)

Table 83. Father's Schooling and Type of Post-Secondary Activity of Graduate

(VTL107) Graduate's Personal/Parent Telephone Interview
(In Percentages)

Type of Post-Secondary Activity	Father's Schooling				
	Less than H.S. Grad.	H. S. Grad.	Less than 4 Yr Coll.	Coll. Grad. or Post Grad.	All Fathers
U of N	16	19	35	31	24
State College	12	16	23	16	17
Community College & Proprietary School	17	15	17	5	14
Not-in-School	46	44	22	22	36
Private & Out-of-State College	9	6	3	25	10
Total	100	100	100	99	101
Wt. N	(480)	(920)	(412)	(418)	(2230)

Table 84. Mother's Schooling and Type of Post-Secondary Activity of Graduate

(VTL108) Graduate's Personal/Parent Telephone Interview
(In Percentages)

Type of Post-Secondary Activity	Mother's Schooling				
	Less than H.S. Grad.	H. S. Grad.	Less than 4 Yr Coll.	Coll. Grad. or Post Grad.	All Mothers
U of N	11	17	31	44	24
State College	7	17	20	17	17
Community College & Proprietary School	20	15	13	9	14
Not-in-School	54	47	21	13	36
Private & Out-of State College	8	4	16	18	10
Total	99	100	101	101	101
Wt. N	(295)	(1005)	(648)	(284)	(2233)

Table 65. Father's Occupation and Type of Post-Secondary Activity of Graduate

(VTL101) Graduate's Personal/Parent Telephone Interview
(In Percentages)

Father's Occupation	Type of Post-Secondary Activity						
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-State College	Total	Wt. N
Clerical	21	50	0	0	30	101	(29)
Craftsman	15	9	17	49	10	100	(183)
Farmer	23	15	16	36	10	100	(560)
Laborer	0	13	0	74	14	101	(89)
Administrator	28	16	8	33	14	99	(347)
Military	20	33	23	23	0	99	(42)
Operative	11	13	15	53	8	100	(225)
Professional	33	22	15	17	14	101	(261)
Proprietor	37	19	12	22	10	100	(257)
Protective Service	0	0	38	63	0	101	(16)
Sales	23	16	17	44	0	100	(146)
Personal Service	0	35	0	66	0	101	(19)
Technical	25	18	16	42	0	101	(35)
Other	19	0	45	29	7	100	(42)
All Graduates	23	15	14	36	11	99	(2251)

Table 86. Time of Graduate's Final Decision Whether to Go to College or Get a Job in 1973

(VAR015,016) Graduate's Personal Interview (In Percentages)

Time in School Years	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Before 7th Grade	0	0	0	3	0	1
7, 8, 9th Grade	4	1	1	3	8	3
Grade 10	10	0	6	2	1	4
Grade 11	10	6	8	4	22	8
Grade 12	63	78	56	52	60	61
After High School '73	14	15	29	36	9	24
Total	101	100	100	100	100	101
Wt. N	(500)	(363)	(308)	(753)	(206)	(2131)

Table 87. Month of Senior Year and Post-Graduation Graduate's Final Decision Whether to Go to College or Get a Job in 1973

(VAR015,016) Graduate's Personal Interview (In Percentages)

Year and Month	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
1972						
Summer	2	0	0	0	4	1
9	3	2	4	0	12	3
10	2	0	5	1	0	1
11	11	2	3	1	5	4
12	2	4	3	1	3	2
1973						
1	10	23	5	14	17	14
2	14	6	8	0	3	6
3	9	16	13	5	6	9
4	5	8	5	8	4	6
5	7	17	11	22	6	15
6	5	3	3	7	0	5
7	3	2	3	6	0	4
8	3	2	16	9	4	7
9	1	3	2	8	5	4
10-12	2	4	4	6	0	4
Senior Year and after Sub-Total	78	92	85	88	69	85
Pre-Senior Year	22	18	15	12	31	15
Total	100	100	100	100	100	100
Wt. N	(500)	(363)	(308)	(753)	(206)	(2131)

Table 88. Grade When Graduate Started Seriously Thinking About What to Do After Graduation by Type of Post-Secondary Activity

(VAR455) Graduate's Personal Interview (In Percentages)

Grade	Type of Post-Secondary Activity					
	U of N	State College	Community College &. Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Before 7th	11	7	3	3	8	6
7, 8, 9th Grade	14	7	10	6	31	11
Grade 10	27	19	16	17	18	20
Grade 11	29	31	34	25	25	28
Grade 12	15	31	30	32	15	26
After High School "73	2	4	7	11	0	6
Haven't yet	1	2	1	6	4	3
Total	99	101	101	100	101	100
Wt. N	(523)	(369)	(305)	(814)	(194)	(2204)

Table 89. Grade When Graduate Started Seriously Thinking About What to Do After Graduation by Type of Post-Secondary Activity, by Sex

(VAR455) Graduate's Personal Interview (In Percentages)

Sex Grade	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
			Type of Post-Secondary Activity			
Male						
Before 7th	7	4	2	6	0	5
7, 8, 9th Grade	12	6	6	1	28	7
Grade 10	23	11	12	23	15	19
Grade 11	33	19	27	25	19	26
Grade 12	24	53	36	29	28	32
After High School '73	0	8	15	8	0	6
Haven't yet	2	0	2	8	10	5
Total	101	101	100	100	100	100
Wt. N	(298)	(157)	(148)	(433)	(71)	(1107)
Female						
Before 7th	17	10	4	0	12	7
7, 8, 9th	17	7	14	11	33	14
Grade 10	33	26	19	11	20	20
Grade 11	25	40	41	25	28	30
Grade 12	4	15	23	36	7	20
After High School '73	4	0	0	14	0	6
Haven't yet	0	3	0	4	0	2
Total	100	101	101	101	100	101
Wt. N	(225)	(212)	(157)	(381)	(122)	(1097)

Table 90. Grade of Graduate's First Decision Whether to Go to College or Not by Type of Post-Secondary Activity

(VAR044) Graduate's Personal Interview (In Percentages)

Grade	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Before 7th	27	22	6	8	30	17
7, 8, 9th Grade	28	22	5	3	37	16
Grade 10	9	7	10	9	21	10
Grade 11	18	11	21	15	4	15
Grade 12	13	31	35	40	4	28
After High School '73	5	7	23	11	4	10
Haven't yet	0	0	1	14	0	5
Total	100	100	101	100	100	101
Wt. N	(526)	(369)	(308)	(814)	(225)	(2242)

Table 91. Grade of Graduate's First Decision Whether to Go to College or Not by Type of Post-Secondary Activity, by Sex

(VAR044) Graduate's Personal Interview (In Percentages)

Sex	Type of Post-Secondary Activity					
Grade	U of N	State College	Community College &. Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Male						
Before 7th	18	12	2	7	36	12
7, 8, 9th Grade	30	16	10	1	19	13
Grade 10	12	5	15	9	26	11
Grade 11	20	15	15	17	0	16
Grade 12	14	41	21	38	10	28
After High School '73	5	10	35	13	9	13
Haven't yet	0	0	2	16	0	6
Total	99	99	100	101	100	99
Wt. N	(298)	(157)	(148)	(433)	(91	(1127)
Female						
Before 7th	39	30	9	9	26	21
7, 8, 9th Grade	26	27	0	5	49	18
Grade 10	5	9	6	10	18	9
Grade 11	15	7	26	12	7	13
Grade 12	11	24	49	43	0	28
After High School '73	4	4	11	9	0	6
Haven't yet	0	0	0	13	0	4
Total	100	101	101	101	100	99
Wt. N	(228)	(212)	(160)	(381)	(134)	(1115)

Table 92. Grade of Graduate's Occupational Decision by Type of Post-Secondary Activity

(VAR043) Graduate's Personal Interview (In Percentages)

Grade	Type of Post-Secondary Activity					
	U of N	State College	Community College & Proprietary School	Not-in-School	Private & Out-of-State College	All Grads
Before 7th	6	8	8	8	3	7
7, 8, 9th Grade	8	4	4	8	12	7
Grade 10	13	9	8	18	21	14
Grade 11	18	17	11	13	21	15
Grade 12	28	28	44	19	16	26
After High School '73	16	21	15	13	11	15
Haven't yet	10	13	10	20	17	15
Total	99	100	100	99	101	99
Wt. N	(526)	(363)	(317)	(808)	(225)	(2239)

Table 93. Grade of Graduate's Occupational Decision by Type of Post-Secondary Activity, by Sex

(VAR043) Graduate's Personal Interview (In Percentages)

Sex	Type of Post-Secondary Activity					
Grade	U of N	State College	Community College & Proprietary School	Not-in School	Private & Out-of-State College	All Grads
Male						
Before 7th	5	4	10	13	0	8
7, 8, 9th Grade	9	5	0	5	17	7
Grade 10	14	5	10	18	19	14
Grade 11	23	5	10	19	27	17
Grade 12	33	37	33	19	20	27
After High School '73	8	32	18	8	9	13
Haven't yet	8	12	20	19	8	14
Total	100	100	101	101	100	100
Wt. N	(298)	(157)	(148)	(433)	(91)	(1127)
Female						
Before 7th	8	11	7	2	4	6
7, 8, 9th Grade	7	3	7	12	9	8
Grade 10	12	12	6	19	23	14
Grade 11	12	27	12	7	16	13
Grade 12	22	21	54	19	13	25
After High School '73	27	13	12	20	12	18
Haven't yet	13	14	2	21	23	16
Total	101	101	100	100	100	100
Wt. N	(22[illegible])	(206)	(169)	(375)	(134)	(1112)

Table 94. Parent's Identification of Important Factors Graduate Considered in Post-Secondary Decision-Making by Type of Post-Secondary Activity of Graduate

(VTL041,043) Parent Telephone Interview (In Percentages)

Important Factors	Post-Secondary Activity		
	Graduate In School	Graduate Not-in-School	All Parents
Education required for job desired	62	11	43
Liked or disliked schooling	41	15	31
Needed time to make career decision	6	17	10
Needed to earn money	1	21	8
Wanted to work	2	18	8
Past work experience in the field	6	9	7
Had scholarship	9	0	6
Liked particular college	9	0	5
Wanted to be on one's own	2	8	4
Being married	0	10	4
College near home	6	0	4
Liked parent's occupation	2	6	3
Wanted more money to buy things	1	4	2
Needed in family business	0	4	1
Wanted to continue athletics	3	1	2
Had adequate finances	3	0	2
Other factors named by less than 3%: wasn't prepared for college had health problem religious factors joined armed forces too young to do certain things wanted to travel	6	10	7
Wt. N	(1275)*	(757)*	(2032)*

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*Each respondent had the opportunity to name three important factors. The percentages were calculated on the basis of the number of parents naming each factor and dividing by the number of parents naming at least one factor.

Table 95. Reasons for Not Continuing Schooling by Type of Nonschool Activity

(VARS 65-179, 200-214, 108-123, 391-406) Graduate's Personal Interview (In Percentages)

Reasons***	Type of Nonschool Activity				
	Job Full Time	Job Part Time	Homemaker	Other	All** Not-in-School
1. Want to take a break may attend later	50	42	9	43	47
2. Need to earn money to pay for further school	49	62	0	0	46
3. My future plans do not require more school	43	42	58	29	43
4. I am married	38	42	100	29	41
5. School is not for me, I don't like it	23	17	0	0	20
6. I have a baby to take care of	*	*	64	29	4
Wt. N	(564)	(53)	(33)	(21)	(671)

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*Not asked.

**Does not include those in armed forces.

***The following reasons excluded from the table were chosen as applicable by less than 13% of all not in school and by less than 37% in any sub-category: failure to find information about school in time, poor grades or test scores, need to support my family, lack high school credits for college, discouraged by parents, lack of school within commuting distance, have baby, discouraged by teachers or counselor, not accepted by college, discouraged by husband, waiting to enter armed forces.

Table 96. Importance of Reasons Those in Armed Forces Chose for Entering the Armed Forces

(VAR081-096) Graduate's Personal Interview (In Percentages)

Reasons*	Degree of Importance			
	Very	Somewhat	Not	Total
1. Wanted to get college education in service	58	42	0	100
2. Wanted to travel, see the world, get away from home	55	31	14	100
3. Wanted to get vocational training in the service	69	14	18	101
4. Wanted to enter military	37	45	18	100
5. Wanted to support myself	49	20	31	100
6. Wanted to earn money for my education or become eligible for education or other G.I. Bill benefits	45	24	31	100
7. Wanted career in military	14	37	49	100
8. Couldn't afford civilian schooling I wanted	0	49	51	100
Wt. N (53)				

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*Other reasons not selected as Very Important are: increased pay for military service, could earn more money in military, didn't get civilian job I wanted, wanted to support my family, parents or counselors advised me to, didn't qualify for civilian schooling, no school within commuting distance of home.

Table 97.* Parents' Yearly Income Before Taxes as Reported by Parents of Graduates Interviewed by Type of Post-Secondary Activity

(VTL021) Graduate's Personal/Parent Telephone Interview (In Percentages)

Parents' Income In Dollars	Type of Post-Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of-State College	All in School	Not-in-School	All Grads
0 - 8,999	10	7	17	15	13	19	15
9,000 - 13,499	27	45	41	36	34	40	36
13,500 - 17,999	17	24	22	22	22	22	22
18,000 - More	46	24	20	27	32	19	27
Total	100	100	100	100	101	100	100
Wt. N	(485)	(316)	(278)	(188)	(1267)	(731)	(1998)

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*This Table is the same as Table 30.

Table 98. Whether Graduates Working Full-Time Would Have Gone to Some Post-Secondary School if Adequate Finances Had Been Available by Whether Parent Said They Were Able to Financially Support Graduate's Continued Schooling

(VAR164) Graduate's Personal/Parent Telephone Interview
(VTL060) (In Percentages)

Would Go To School	Ability to Support Continued Schooling			
	Yes, Wholly	Yes, Partly	No	All Grads
No	74	63	28	59
Don't Know	4	5	12	6
Yes	22	32	60	35
Total	100	100	100	100
Wt. N	(148)	(251)	(111)	(509)

Tau B -.28

Table 99. Whether Working Graduates Would Have Attended Some Post-Secondary School or College if Adequate Finances Were Available by Extent of Employment

(VAR164,197) Graduate's Personal Interview (In Percentages)

Preference If Finances Were Available	Extent of Employment		
	Full-Time	Part-Time	All Working
No	59	75	60
Yes, to Business, Trade School or Community College	21	26	22
Yes, to Four-Year College or University	14	0	13
Don't Know	6	0	6
Total	100	101	101
Wt. N	(507)	(37)	(544)

Table 100. Whether Graduates Working Full-Time Would Have Gone to Some Post-Secondary School if Adequate Finances Had Been Available by Parents' Combined Yearly Income Before Taxes as Reported by Parents of Graduates Interviewed

(VAR164)
(VTL021)

Graduate's Personal/Parent Telephone Interview (In Percentages)

Would Go To School	Parents' Income in Dollars				
	$0 - 8,999	$ 9,000 13,499	$13,500 17,999	$18,000 - More	All Full-Time Workers
No	20	64	70	75	60
Don't Know	13	3	3	4	5
Yes	67	33	27	21	35
Total	100	100	100	100	100
Wt. N	(76)	(191)	(101)	(75)	(442)

Tau B -.27

Table 101. Parents' Combined Yearly Income Before Taxes as Reported by Parents of Graduates Interviewed by Whether Graduates Working Full-Time Would Have Gone to Some Post-Secondary School if Adequate Finances Had Been Available

(VT1021) Graduate's Personal/Parent Telephone Interview
(VAR164) (In Percentages)

Parents' Income In Dollars	Would Go To School			All Graduates Working Full-Time
	No	Don't Know	Yes	
0 - 8,999	6	44	32	17
9,000 - 13,499	46	28	40	43
13,500 - 17,999	27	15	17	23
18,000 - More	21	13	10	17
Total	100	100	99	100
Wt. N	(264)	(22)	(156)	(442)

Tau B -.27

Table 102. Proportion of Graduates Working Full-Time Who Said Reasons For Not Continuing Their Schooling Applied to Them by Whether Graduates Working Full-Time Would Have Gone to Some Post-Secondary School if Adequate Finances Had Been Available

(VAR165-179) Graduate's Personal Interview (In Percentages)

Reasons For Not Continuing Schooling*	Would Go To School			All Grads	Tau B
	No	Don't Know	Yes		
Need to earn money before I can pay for further school	18	52	90	46	.66
My future plans do not require more schooling	71	30	13	47	-.53
Want to take a break, may attend school later	44	21	60	48	.13
Plan to be married, or am married	34	61	44	39	.10

*Each reason was answered individually by the respondents as either applicable or not applicable.

Table 103. Proportion of Graduates Working Full-Time Who Said They Would Have Gone to Some Post-Secondary School in the Year After Graduation if Adequate Finances Had Been Available or Who Said They Wanted to Take a Break and May Attend School Later

(VAR164,176) Graduate's Personal Interview (In Percentages)

Would Go To School In Year After Graduation	Want Break, May Attend Later			
	Not Apply	Applies	Total	Wt. N
No	32*	25		
Don't Know	5	1		
Yes	15	22		
Total			100	
Wt. N				(495)

*Each cell percentage is the percent of the total number of graduates working full-time.

Table 104. Hours Graduate Was Working While Attending College by Type of College

(VAR364,233) Graduate's Personal Interview (In Percentages)

Hours per Week	Type of College				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
None	73	54	51	48	59
1 to 5 Hours	6	1	1	18	5
6 to 15 Hours	13	18	6	18	13
16 to 35 Hours	8	27	32	13	19
Over 35 Hours	0	0	2	4	1
Don't Know, but not Full-Time	0	0	8	0	2
Total	100	100	100	101	99
Wt. N	(526)	(369)	(317)	(218)	(1430)

Table 105. Source of Funds for College by Type of College

(VAR356-363, 245-257) Graduate's Personal Interview (In Percentages)

Source of Funds	Type of College			
	U of N	State College	Community College & Proprietary School	Private & Out-of State College
Parents	92	69	65	87
Savings or Summer Earnings	75	63	50	58
Earnings While Taking Courses	24	30	32	31
Husband or Wife	0	0	0	0
Other Relatives	9	6	0	5
Scholarship	31	36	20	60
Loan	17	15	8	41
College Work-Study Program	*	*	7	*
V. A. Survivor or Direct Benefit	*	*	8	*
Social Security Student Benefit	*	*	10	*
Other Source	10	13	5	9
Wt. N	(483)	(320)	(317)	(171)

*Not included in set of responses for this type of college.

Table 106. Parents' Opinion Whether Graduate in Post-Secondary School Is Working From What Graduate or Parents Consider Necessity or Desirability

(VTL063) Graduate's Personal/Parent Telephone Interview (In Percentages)

Why Graduate Is Working	Post-Secondary Activity				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
Not Working	61	45	36	40	48
Working by Necessity Only	9	20	18	16	15
Working Necessary, but Also Desirable	21	15	24	37	22
Working Desirable	9	20	23	8	15
Total	100	100	101	101	100
Wt. N	(471)	(341)	(280)	(200)	(1292)

Table 107. Parents Presently Assisting Graduate in Post-Secondary Schooling by Type of Post-Secondary School

(VTL061) Graduate's Personal/Parent Telephone Interview (In Percentages)

Assistance	Type of Post-Secondary Activity				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
Yes	97	89	73	94	89
No	3	11	27	6	11
Total	100	100	100	100	100
Wt. N	(511)	(349)	(284)	(208)	(1352)

Table 108. Of Those Parents Giving Financial Assistance, the Degree to Which Parents Are Assisting the Graduate in Post-Secondary School by Type of Post-Secondary School

(VTL062) Graduate's Personal/Parent Telephone Interview (In Percentages)

Degree of Assistance	Type of Post-Secondary School				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
Over 75%	50	55	52	59	53
50 to 75%	26	23	25	30	26
25 to 49%	19	13	11	5	14
Less than 25%	6	9	13	7	8
Total	101	100	101	101	101
Wt. N	(496)	(327)	(235)	(196)	(1254)

Table 109. Parents' Opinion of Their Ability to Support the Graduate's Post-Secondary Schooling by Type of Post-Secondary Activity

(VTL060) Graduate's Personal/Parent Telephone Interview (In Percentages)

Ability to Support Financially	Type of Post-Secondary Activity						
	U of N	State College	Comm. Coll. & Proprtry School	Private & Out-of-State College	All in School	Not-in-School	All Grads
Yes, wholly	50	50	49	36	48	29	41
Yes, partly	44	39	43	55	44	51	46
No	6	11	8	9	8	20	13
Total	100	100	100	100	100	100	100
Wt. N	(520)	(369)	(317)	(225)	(1431)	(814)	(2245)

Table 110. Financial Aid by Type of College

(VAR334-354) Graduate's Personal Interview (In Percentages)

Type of Aid*	Type of College		
	U of N	State College	Private & Out of-State College
College Scholarship	19	26	52
College Loan	8	5	11
State or Local Scholarship	17	9	6
State or Local Loan	2	3	14
Private Organization Scholarship	11	4	16
V.A. Survivor or Direct Benefit	3	2	5
ROTC Scholarship Program	2	0	0
College Work-Study Program	6	4	24
Social Security Student Benefit	10	7	5
National Defense Student Loan	7	3	18
Federal Guaranteed Student Loan	6	8	0
Educational Opportunity Grant	9	11	14
Health Professions Student Loan	2	0	3
Health Professions Scholarship	2	0	3
Nursing Student Loan	2	0	0
General Scholarship Program	4	5	4
Law Enforcement Education	2	0	0
V.A. War Orphans Assistance	2	0	0
Regular Bank Loan	10	7	15
Loan from Private Individual	3	7	13
Other	21	13	19
Wt. N	(526)	(369)	(225)

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*Respondents could indicate as many sources of funds as were applicable.

Table 111. Importance of Reasons for Attending A Community College or Proprietary School Given by Those Attending Such A College

(VAR234-242) Graduate's Personal Interview (In Percentages)

Reasons	Degree of Importance			
	Very	Somewhat	Not	Total
1. One needs some special education to get a good job	63	37	0	100
2. Graduates have good job prospects	58	39	2	99
3. Career I want requires special training school has	52	34	14	100
4. The curriculum is more practical in orientation	51	40	9	100
5. Course is short, so I can get out and make money	40	42	19	101
6. I can afford it better than more expensive schools	32	45	23	100
7. My parents wanted me to go there	7	32	61	100
8. Because most of my friends went there	0	9	91	100
Wt. N (270)				

Table 112. The Percentage of Graduates Attending College Who Designated Reasons for Attending A Specific College as Very Important by Type of College

(VAR288-317, 318-320) Graduate's Personal Interview (In Percentages)

Reasons For Enrolling In A Specific College**	Type of College			
	U of N	State College	Private & Out-of-State College	All Students
1. Certain courses or career programs	45*	38*	47*	43
2. Be on my own away from home	49*	24*	33*	37
3. Meet people with whom I could become friends	38*	24*	38*	33
4. Could be on my own at a large school	39*	27	8	29
5. Visited campus and was attracted by it	28*	13	38	25
6. Small school	2	30*	58*	22
7. Costs less than other schools considered	17*	36*	0	20
8. Top-notch professors	17*	8	39*	19
9. Parents recommended it	15*	20*	24	19
10. Students recommended it	18*	8	26	16
11. Close enough to home so I could return often	6	35*	12	17
12. Best financial assistance offered	13*	21*	17	16
13. Campus activities	8	19	25*	15
14. Atmosphere liberal	19	9	12	14
15. High religious and moral tone	8	5	34*	12
16. Close enough so I could live at home	2	22*	8	10
17. School of my church	1	0	33*	7
Wt. N	(526)	(369)	(225)	(1120)

*Chosen by more than ten percent of the students in that type of college as one of their three most important reasons.

**Respondents could choose among three responses for each reason, very, somewhat, and not important. Other reasons listed on the interview schedule to which a very important response was given by less than 10% of all students or less than 20% of students from a type of college are: reputation of athletic program, emphasize undergraduate education, teacher or counselor advised it, close friends enrolled, parent attended there, parent had ties with Greek Letter organization, met campus representatives on career day, boy or girl friend planned to enroll, atmosphere conservative, religiously permissive or liberal, only one accepted my application, ROTC there.

Table 113. The Percentage of Graduates Attending College Who Designated Reasons for Attending College as Very Important by Type of College

(VAR267-284) Graduate's Personal Interview (In Percentages)

Reasons For Enrolling In College*	Type of College			
	U of N	State College	Private & Out-of-State College	All Students
1. Degree necessary for the kind of work I want to do	76	73	76	75
2. Interest in Area of Study	76	60	78	71
3. Make possible to live a better life	68	54	56	61
4. Learn things to help me live an interesting life	54	56	68	58
5. Always expected to go	46	49	54	49
6. Parents wanted me to go	30	42	37	33
7. College graduates earn more money	27	31	29	29
8. Best place to find help to find meaning in life	23	23	42	27
9. Discover what jobs were available and what I wanted to do	25	26	22	25
10. Teachers or counselor thought I should	17	30	11	20
11. Enjoy studying	22	19	14	20
Wt. N	(526)	(369)	(225)	(1120)

*Respondents could choose among three responses for each reason; very, somewhat, and not important. Other reasons listed on the interview schedule to which a very important response was given by 18% of the students or less are: find what I was interested in, wanted extra-curricular activity, be a better spouse, friends were going, avoid work for a while, meet future spouse, job market bad.

Table 114. Distance of College From Hometown by Type of College

(VAR321,221) Graduate's Personal Interview (In Percentages)

Distance	Type of College				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
Less than 10 miles	0	29	16	17	14
10 - 39 miles	0	28	15	4	11
40 - 69 miles	0	35	25	4	15
70 - 100 miles	41	0	24	19	23
Over 100 miles	60	8	20	56	37
Total	101	100	100	100	100
Wt. N	(526)	(369)	(318)	(225)	(1438)

Table 115. Residence While in College by Type of College

(VAR322,222) Graduate's Personal Interview (In Percentages)

Residence While In College	Type of College				
	U of N	State College	Community College & Proprietary School	Private & Out-of-State College	All Students
Home - less than hour commuting time	0	32	27	17	17
Home - more than hour commuting time	0	0	0	0	0
College Dormitory	80	66	36	81	67
Fraternity or Sorority	18	0	0	3	7
Room or apartment away from home	2	2	34	0	9
Friends or relatives away from home	0	0	2	0	1
Other	0	0	1	0	1
Total	100	100	100	101	102
Wt. N	(526)	(369)	(317)	(225)	(1437)

Table 116. What Post-Secondary Educational Institutions Could Do to Make Themselves More Attractive or More Useful to Young Persons Who May Consider Enrollment by Type of Post-Secondary College

(VAR865-870) Graduate's Personal Interview (In Percentages)

Suggestion	U of N	State Colleges	Community Colleges
1. Be less expensive	20	11	2
2. Have better food served	1	4	0
3. Wider variety of vocational courses	6	7	8
4. More financial aid available	3	4	1
5. More personalized instruction	15	5	4
6. Better teaching	7	9	3
7. Greater variety of academic courses	5	23	19
8. Less general studies & shorter program	9	7	1
9. More liberal student life	9	11	7
10. Provide more qualified counselors	2	1	0
11. More liberal housing arrangements	7	4	3
12. Provide sufficient housing	0	0	1
13. Make counseling services better known	2	1	0
14. Have higher standards	2	2	2
15. Make registration easier	1	0	0
16. More field trips or job training	0	1	0
17. More coordination between colleges & programs in the State	1	1	2
18. Improve athletic program	2	1	4
19. Do more advertising	5	8	11
20. Provide more academic information	5	2	4
21. Provide more financial information	1	2	0
22. Provide more information (unspecified)	3	3	5
23. Personal contacts with prospects	7	6	6
24. Encourage prospects to visit college	1	1	1
25. Better job placement for graduates	1	1	1
26. Improve facilities	3	4	1
27. Treat students more personally	7	3	1
28. Provide continuing education	0	0	1
29. Have school in another location	8	4	7
30. They do enough now	11	9	19
Wt. N	(1504)*	(1121)*	(1050)*

*Each respondent had the opportunity to make two suggestions. The percentages were calculated on the basis of the number of graduates making each suggestion divided by the number of graduates making at least one suggestion.

Table 117. How Post-Secondary Schools and Colleges Can Help Students Decide About Jobs and Further Education

(VAR871,872) Graduate's Personal Interview (In Percentages)

Rank	Suggestions	Percentage*
1	More information regarding specific occupations and occupational opportunities	25
2	Keep High School and College counselors better informed about occupations and college programs	18
3	More and better information regarding colleges	18
4	More personal public relations contact about post-secondary education	14
5	Nothing, doing all they can	11
6	Provide better job placement system	9
7	Have mini-courses and special programs about various academic programs and their occupational connections	8
8	Make academic programs more job oriented	6
9	More personal concern for student in college	4
10	More on-the-job training and more work-study	4
11	Cooperation between College and High School in aptitude testing	2
12	Offer wider variety of courses and programs	2
13	Do more advertising	1
14	Miscellaneous	1
Wt. N	(1629)**	

---

*Each respondent had the opportunity to make two suggestions. The percentages were calculated on the basis of the number of graduates making each suggestion divided by the number of graduates making at least one suggestion.

**There were 28% of the graduates who made no suggestions.

Table 118. Purpose of a High School Education: Degree of Importance of Each Purpose and the Rank of Purposes Chosen Among the Three Most Important

(VAR476-485,486-488) Graduate's Personal Interview (In Percentages)

Purpose	Importance*			Choosing Three Most Important**	
	Not	Some	Very	Rank	Percent
Develop ability to get along with other people	1	19	81	1	63
Help personal growth and self-understanding	2	33	65	2	46
General education and an appreciation of ideas	1	33	67	3	43
Develop moral judgments, ethical standards and values	6	41	53	4	30
College preparatory	3	50	47	5	24
Provide vocational training	5	52	43	6	22
Train effective citizens	6	49	45	7	20
Develop knowledge and interest in community and world problems	2	45	53	8	19
Prepare for successful marriage and family life	20	55	26	9	11
Train to function as part of bureaucratic system	5	67	28	10	5
Wt. N		(2197)		(2132)	

---

*Graduates rated each purpose as not, somewhat, or very important, therefore, the total percentage for each purpose is 100%, with some allowance for rounding error.

**Each graduate had the opportunity to choose three purposes as among the most important. The percentages were calculated on the basis of the number of graduates choosing each purpose divided by the number of graduates choosing at least one purpose.

Table 119. Purpose of A College Education: Degree of Importance of Each Purpose and Rank Based on Very Important

(VAR855-864) Graduate's Personal Interview (In Percentages)

Rank	Purpose	Importance			
		Not	Some	Very	Total
1	Develop ability to get along with other people	2	24	74	100
2	General education and an appreciation of ideas	1	35	64	100
3	Help personal growth and self-understanding	2	35	63	100
4	Provide vocational training	6	44	50	100
5	Develop knowledge and interest in community and world problems	3	50	48	101
6	Train to function as part of bureaucratic system	3	50	46	99
7	Develop moral judgments, ethical standards and values	8	47	45	100
8	Train effective citizens in democracy	4	52	45	101
9	Prepare students for further education	9	53	38	100
10	Prepare for successful marriage and family life	21	50	29	100

Wt. N (2060)

SECTION III

FINAL GENERAL REPORT

EDUCATIONAL AND OCCUPATIONAL CHOICE

PARENTS TELEPHONE INTERVIEW

HIGH SCHOOL GRADUATES INTERVIEW SCHEDULE

I.D. #________

CONTACT SHEET

Parents Telephone Interview

Name of Parents:________________________Phone No.________

Parents' Present Address:________________________

Name of son/daughter Graduate:________________________Phone No.________

Q. 2 Graduate's Present Address:________________________

Q. 4 Parents' Address May 1973:________________________

____

Q. 5 Was Son/Daughter living with Parent(Guardian) at time of Graduation?

1. Yes
2. No

Q. 5a (If No) Person (s) Son/Daughter was living with and relationship (Example: Joe Smith, uncle):________________________

Address:________________________

____

Call-back Information For Telephone Interview:________________________

____

____

____

Call-back Information And Personal Interview Appointment Notes:________

____

____

____

____

Name of Telephone Interviewer

____

Name of Personal Interviewer

____

1P

I.D. # ________ Card 1
( ) 11
( ) 12
( ) 13

Code Introductory Questions from Interview Notes

1. Relationship of Respondent to Graduate:

    1. Father (Male Guardian) ( ) 14
    2. Mother (Female Guardian)
    3. Other, Please specify: ______________________________

2. Where is son/daughter living now? ( ) 15
   (SEE RESIDENTIAL CODE SHEET B) ( ) 16

   Location (Farm, In town - size of town) ______________________

   ____

   Address: (PLACE THIS INFORMATION ON CONTACT SHEET)
   Phone Number: (PLACE THIS INFORMATION ON CONTACT SHEET)

   2a. (CODE WHETHER GRADUATE IS PRESENTLY LIVING IN NEBRASKA OR OUT OF STATE?)

    1. Nebraska
    2. Iowa ( ) 17
    3. Kansas
    4. Missouri
    5. Colorado
    6. South Dakota
    7. Wyoming
    8. Other States
    9. Foreign Country

3. What is he/she doing? ( ) 18

    1. Job
    2. School
    3. Armed Forces
    4. Married, not working
    5. Other, Please specify: ______________________________

Occupational and Educational Choice

Parents Telephone Interview

I.D. #____________

Interview Schedule

G. We would like for you to answer every question but if you consider any question objectionable feel free not to answer. Your participation in this survey is completely voluntary. The information which we are gathering is strictly confidential. There will be no way that anyone will be able to identify you or connect you and your answers when the results of the study are released.

Lets begin!

A. About Parents Themselves

4. Where did you live when your son/daughter graduated from high school?

Address (PLACE THIS INFORMATION ON CONTACT SHEET) ( ) 19

Town (PUT CODE ON THIS SHEET) ( ) 20
(CODE USING RESIDENTIAL CODE SHEET - ASK ADDITIONAL QUESTION USING CODE SHEET IF NEEDED TO GET DESIRED CODE)

5. Was he/she living with you then?

1. Yes **(IF YES, CODE USING RESIDENTIAL CODE SHEET B)** ( ) 21
2. No **(IF NO, CODE 5a. ANSWER USING RESIDENTIAL CODE)** ( ) 22

5a. (IF NO) Then with whom was he/she living and where?

Place (PLACE THIS INFORMATION ON CONTACT SHEET)
(PUT CODE ON THIS SHEET)

6. How long had you lived there? (In the community in which they lived when their son/daughter graduated from high school)

( ) 23

1. 1 year or less
2. One to two years
3. Three or four years
4. Five to ten years
5. Ten to twenty years
6. Over twenty years
7. All of my life

7. Your spouse has lived there that long as well?

(HERE DISCOVER MARITAL STATUS OF RESPONDENT)

( ) 24

1. Marriage intact
2. Separated
3. Divorced
4. Single, never married

8. What is your occupation?
(RECORD NAME OR DESCRIPTION)______________________ ( ) 25

____ ( ) 26

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY ASK THE FOLLOWING QUESTIONS) [ ] 27

[ ] 28

If farmer what is size of farm in acres? [ ] 29

What do you do in your work?

What kind of business or industry are you in?

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)

(IF ITS NOT EASY TO FIGURE OUT LEAVE FOR CODER)

9. How satisfied are you with the job you have?

(READ 1, 2, 4, 5 - BUT NOT 3)

1. Very dissatisfied
2. Somewhat dissatisfied ( ) 30
3. No opinion or feeling one way or the other
4. Fairly satisfied
5. Very satisfied
6. Don't know

10. What is your spouse's occupation?
(RECORD NAME OR DESCRIPTION)______________________________ ( ) 31

____ ( ) 32

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY ASK THE FOLLOWING QUESTIONS) [ ] 33

[ ] 34

If farmer what is size of farm in acres? [ ] 35

What do he/she do in his/her work?

What kind of business or industry is he/she in?

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)
(IF IT'S NOT EASY TO FIGURE OUT LEAVE FOR CODER)

11. How satisfied would you say your spouse is with the job he/she has?

(READ 1, 2, 4, 5 - BUT NOT 3)

1. Very dissatisfied
2. Somewhat dissatisfied ( ) 36
3. No opinion or feeling one way or the other
4. Fairly satisfied
5. Very satisfied
6. Don't Know

12. How far did you go in school? (SEE EDUCATION CUE SHEET) ( ) 37
( ) 38

13. (IF R WENT TO POST-SECONDARY SCHOOL OR COLLEGE)

Was the school or undergraduate college you went to after high school under private or public sponsorship?

1. Private ( ) 39
2. Public
3. Don't Know

14. How satisfied are you with the amount of education you have had?

(READ 1, 2, 4, 5 - BUT NOT 3)

1. Very dissatisfied
2. Somewhat dissatisfied ( ) 40
3. No opinion or no feeling one way or other
4. Fairly satisfied
5. Very satisfied
6. Don't Know

15. How far did your spouse go in school? (SEE EDUCATION CUE SHEET) ( ) 41
( ) 42

16. (IF SPOUSE WENT TO POST-SECONDARY SCHOOL OR COLLEGE)

Was the school or college your spouse went to after high school under private or public sponsorship?

1. Private
2. Public ( ) 43
3. Don't Know

17. How satisfied do you think your spouse is with the amount of education he/she has had?

(IF NECESSARY, READ 1, 2, 4, 5 - BUT NOT 3)

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion or no feeling one way or other ( ) 44
4. Fairly satisfied
5. Very satisfied
6. Don't Know

18. As of May 1973, what was the combined approximate income, before taxes, of both you and your spouse? Include taxable and nontaxable income from all sources.

(Circle one.)

Less than $3,000 a year (about $60 a week or less)............01 ( ) 45
Between $3,000 and $5,999 a year (from $60 to $119 a week).....02 ( ) 46
Between $6,000 and $7,499 a year (from $120 to $149 a week)...03
Between $7,500 and $8,999 a year (from $150 to $179 a week)...04
Between $9,000 and $10,499 a year (from $180 to $209 a week)..05
Between $10,500 and $11,999 a year (from $210 to $239 a week).06
Between $12,000 and $13,499 a year (from $240 to $269 a week).07
Between $13,500 and $14,999 a year (from $270 to $299 a week).08
Between $15,000 and $17,999 a year (from $300 to $359 a week).09
Between $18,000 and $24,999 a year (from $360 to $480 a week).10
Over $25,000 a year (about $481 a week or more)...............11

You don't have to give your exact income, just tell me which income bracket if falls into.

(START WITH MORE OR LESS THAN $10,500. IF LESS THEN MORE OR LESS $6,000, etc., IF MORE, THEN MORE OR LESS THAN $15,000, etc.)

19. How satisfied are you with the amount of income which you and your spouse have?

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion or feeling one way or the other ( ) 47
4. Fairly satisfied
5. Very satisfied
6. Don't Know

20. How satisfied would you say your spouse is with the amount of income which you and your spouse have?

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion or feeling one way or the other ( ) 48
4. Fairly satisfied
5. Very satisfied
6. I don't know

Parents Telephone Interview

B. Parents Attitudes and Actions Toward Children

21. Is any language other than English ever spoken by your family members in your home?

1. Yes ( ) 49
2. No

21a. (IF YES) What language or languages other than English are spoken in your home? (LIST THEM)

a. ______________________________ a. ( ) 50

b. ______________________________ b. ( ) 51

21b. (FOR EACH LANGUAGE OTHER THAN ENGLISH) How frequently is it spoken in your home?

1. Almost all the time (More often than English)
2. Often (Almost 1/2 the time) a. ( ) 52
3. Occasionally b. ( ) 53

22-23. When your son/daughter was in high school, did you or your spouse have some kind of work in mind that your son/daughter would do when he/she became an adult? You? Your spouse?

1. Yes Husband ( ) 54
2. No
3. Don't know Wife ( ) 55

22-23a. What kind of work was it?
(NAME OR DESCRIPTION)______________________________ ( ) 56

______________________________ ( ) 57

______________________________ [ ] 58

(ONLY CODE ONE OCCUPATION) [ ] 59

(CODE USING OCCUPATIONAL CATEGORIES CUE SHEET) [ ] 60

24. Is there some kind of work that you or your spouse didn't want your son/daughter to do when he/she became an adult?
You? You spouse?

1. Yes
2. No
3. Don't Know

Husband ( ) 61
Wife ( ) 62

24a. What kind of work was it?
(NAME OR DESCRIPTION)______________________________ ( ) 63
______________________________ ( ) 64

25. How many children are there in your family? ( ) 65

Number__________________ ( ) 66

25a. (IF THERE IS MORE THAN ONE CHILD)

How many children are older than the graduate?

Number__________________ ( ) 67

26. 26a. As of May 1973, how many children were dependent on you or your spouse for financial support?

26b. As of May 1973, how many other persons were dependent on you or your spouse for financial support?

(CODING CHART FOR QUESTION 26a AND 26b)

Number	Children	Other Persons
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five	5	5
Six or more	6	6

Children ( ) 68

Other Persons ( ) 69

27. How many of your children have had some or are taking some schooling past high school graduation?

Number__________________ ( ) 70

28. How many were in some post-secondary business or trade school or some college or university this past fall of 1973?

Number__________________ ( ) 71

29. What part did you and your spouse play in the decision-making process with your son/daughter about what he/she would do for an occupation or education after high school? ( ) 72

(Choose the answer that I will read which comes closest to your answer.)

1. Our son/daughter participated in the process, but we primarily made the final decision for him/her.
2. We participated equally with our son/daughter in making the decision
3. We had a large part in the process
4. We participated somewhat
5. A small part in the process
6. We had no part in the decision-making process

30. What were the important factors, as far as you know, which were considered in your son's/daughter's decision about what to do about a job or continuing education after graduation from high school? (Please rank in order of importance)

(VERBATIM RECORD) ____________________

____

____

____

[ ] 73
[ ] 74
[ ] 75
[ ] 76
[ ] 77
[ ] 78

31. What individuals or organizations, if any, would you say were important personal influences on your son's/daughter's decision to do whatever he/she decided to do in the year after high school? (to get a job (or specific job) or to get further education (or specific kind of education)) (Rank in order of importance)

(VERBATIM RECORD) ____________________

____

____

____

Card 2
[ ] 11
[ ] 12
[ ] 13
[ ] 14
[ ] 15
[ ] 16

32. How much schooling have you and your spouse wanted your son/daughter to get?

(DON'T READ THESE CHOICES - USE CATEGORIES FOR CODING) ( )17

Husband ( )18

Wife ( )19

( )20

1. Did not really care whether he/she stopped school or not at any time.
2. Wanted him/her to stop after the compulsory attendance age and get a job.
3. Stop high school before graduating and get a job.
4. Graduate from high school and stop there.
5. Graduate from high school, but do not care how much education he/she gets after that, if any.
6. Graduate from high school and then go to vocational, technical, trade, or business school.
7. Go to a two year or junior college or take a liberal arts program in a community college.
8. Four-year college or to a university.
9. Graduate or professional school after graduating from a four college or a university.
10. I haven't had any preference, though I do care.
11. Don't know
12. Other, please specify:______________________________________

____

33. As of May 1973, the end of your son/daughter's senior year of high school, which of the following did you have in your home? (I will name an object, then I would like you to tell me whether you did have it, or did not have it.)

(CODE AS FOLLOWS: DID HAVE = 1, DID NOT HAVE = 2, FOR EACH ITEM)

a. A specific place for study....................................( )21
b. Daily newspaper...( )22
c. Encyclopedia or other reference books.........................( )23
d. Dictionary..( )24
e. Magazines...( )25
f. Record player...( )26
g. Tape recorder or cassette player..............................( )27
h. Color television..( )28
i. Typewriter..( )29
j. Electric dishwasher...( )30
k. Two or more cars or trucks that run...........................( )31

34. Are you financially capable of supporting your son/daughter in continuing his/her education beyond high school in whole or partially?

1. Yes, whole
2. Yes, part ( )32
3. No

(THE NEXT TWO QUESTIONS ARE TO BE ASKED IF THE GRADUATE IS ATTENDING SOME POST-SECONDARY EDUCATIONAL INSTITUTION)

35. Are you assisting your son/daughter financially while he/she is continuing his/her education or training?

1. Yes ( )33
2. No

35a. (IF YES) To what extent are you helping him/her?

1. Supporting him/her almost entirely (over 3/4) ( )34
2. Supporting him/her with 1/2 to 3/4 of the expenses
3. Supporting him/her partially, less than 1/2 but regularly
4. Providing financial help on occasion (less than 1/4 of expenses)

36. Is your son/daughter working in order to support him/herself wholly or partially while he/she is getting continued education? Is this work done out of necessity or because either you (parents) or your son/daughter thought it desirable?

1. Not working
2. Working out of necessity ( )35
3. Working out of necessity, but we and/or he/she thought it desirable.
4. Working because we and/or he/she thought it desirable. It's not necessary.
5. Other, please specify:______________________________

____

Parents Telephone Interview

I would now like to ask a few question about your parents.

(These questions are being asked in order to find out about family traditions)

C. About Parents' Parents

37. Would you tell me whether your parents are living?

Mother 1. yes 2. no 3. Don't know — Mother ( ) 36
Father 1. yes 2. no 3. Don't know — Father ( ) 37

38. Are your spouses parents living?

Mother 1. yes 2. no 3. Don't know — Mother ( ) 38
Father 1. yes 2. no 3. Don't know — Father ( ) 39

39. How often do you visit with your parents as a family either where they live or at your home? (1st with your parents, 2nd with spouses parents)

(NOT TELEPHONE CONTACT)

1. Several times a week
2. Once a week — Wife's parents ( ) 40
3. Several times a month
4. Once a month
5. Several times a year
6. Once or twice a year — Husband's parent's ( ) 41
7. Less than once a year

40. What was your father's occupation?
(RECORD NAME OR DESCRIPTION)______________________________ ( ) 42

____ ( ) 43

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY) [ ] 44

What is size of farm in acres? [ ] 45

What did he do in his work? [ ] 46

What kind of business or industry is he in?

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)

41. How far did he go in school?
(USE EDUCATION CUE SHEET FOR CODE)
(ALSO WRITE IT OUT)

____ ( ) 47

____ ( ) 48

42. What was your mother's occupation mainly?
(RECORD NAME OR DESCRIPTION)____________________ ( ) 49

____ ( ) 50

(IF SHE WAS REGULARY EMPLOYED PART-TIME CODE PART-TIME JOB)

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY) [ ] 51

What did she do in her work? [ ] 52

What kind of business or industry is she in? [ ] 53

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)

43. How far did she go in school?

(USE EDUCATION CUE SHEET FOR CODE)

(ALSO WRITE IT OUT)

____ ( ) 54

____ ( ) 55

44. What was your spouse's father's occupation?
(RECORD NAME OR DESCRIPTION)____________________ ( ) 56

____ ( ) 57

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY) [ ] 58

What is size of farm in acres? [ ] 59

What did he do in his work? [ ] 60

What kind of business or industry was/is he in?

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)

45. How far did he going school?

(USE EDUCATION CUE SHEET FOR CODE)

(ALSO WRITE IT OUT)

____ ( ) 61

____ ( ) 62

46. What was your spouse's mother's occupation?
(RECORD NAME OR DESCRIPTION)____________________ ( ) 63

____ ( ) 64

(IF SHE WAS REGULARLY EMPLOYED PART-TIME, CODE PART-TIME JOB)

(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY) [ ] 65

What did he do in his work? [ ] 66

What kind of business or industry was/is he in? [ ] 67

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET)

47. How far did she go in school?

(USE EDUCATION CUE SHEET FOR CODE)

(ALSO WRITE IT OUT)

____ ( ) 68

____ ( ) 69

48. How many of your living relatives other than immediate family and grandparents have been or are going to a college?

a. Of your parents' generation

Uncles & Aunts ( ) 70

1. Almost none
2. Some
3. About half
4. Many
5. Almost all
6. Don't know

b. Of your generation

Cousins ( ) 71

1. Almost none
2. Some
3. About half
4. Many
5. Almost all
6. Don't know

49. How many your spouse's living relatives other than immediate family and grandparents would you say have been or are going to a college or university?

a. Of your parents' generation

Uncles, Aunts ( ) 72

1. Almost
2. Some
3. About half
4. Many
5. Almost all
6. Don't know

b. Of your generation

Cousins ( ) 73

1. Almost none
2. Some
3. About half
4. Many
5. Almost all
6. Don't know

50. As best you can remember, how much schooling did your parents want you to get?

(DON'T READ THESE CHOICES - USE CATEGORIES FOR CODING)

( ) 74
Father ( ) 75

( ) 76
Mother ( ) 77

1. Did not really care whether I quit school or not
2. Wanted me to quit after the compulsory attendance age and get a job.
3. Quit high school before graduating
4. Graduate from high school and stop there
5. Graduate from high school but did not care what education I got after that.
6. Graduate from high school and then go to a vocational, technical, trade or business school
7. Enter the academic program in a two year or junior college or community college
8. Go to a four-year college or university
9. Go to a graduate or professional school after graduating from a four-year college or university
10. I don't know
11. Other, please specify________________________________

51. As best you can remember, how much schooling did your spouse's parents want him/her to get?

(DON'T READ THESE CHOICES - USE CATEGORIES FOR CODING)

Card 3
( )11
Father ( )12

( )13
Mother ( )14

1. Did not really care whether he/she quit school or not
2. Wanted him/her to quit after the compulsory attendance age and get a job.
3. Quit high school before graduating
4. To graduate from high school and stop there
5. To graduate from high school but did not care what education he/she got after that.
6. Graduate from high school and then go to a vocational, technical, trade or business school
7. Enter the academic program in a two year or junior college or community college
8. Go to a four-year college or university
9. Go to a graduate or professional school after graduating from a four-year college or university
10. I don't know
11. Other, please specify________________________________

FILL IN THE FOLLOWING ITEMS IMMEDIATELY AFTER CONCLUDING TELEPHONE INTERVIEW

A. Who was interviewed?

1. Mother (or female guardian)
2. Father (or male guardian) ( ) 15
3. Other, please specify________________________

B. Total length of interview:

( ) 16
( ) 17

____
Minutes

C. Date of interview:

Month ( ) 18

____
Month - Day

Day ( ) 19
( ) 20

D. Day of week of interview:

1. Monday
2. Tuesday
3. Wednesday
4. Thrusday ( ) 21
5. Friday
6. Saturday
7. Sunday

E. In general, what was the respondent's attitude toward the interview?

1. Friendly and eager
2. Cooperative, but not particularly eager ( ) 22
3. Indifferent and bored
4. Hostile

F. Was respondent's understanding of the questions:

1. Good
2. Fair ( ) 23
3. Poor

G. Interviewer's signature:

____ ( ) 24
( ) 25

HIGH SCHOOL GRADUATES INTERVIEW SCHEDULE

Gi

Occupational and Educational Choice

High School Graduates Interview Schedule

I.D. # _____ ___.

Card 1

11 ( )
12 ( )
13 ( )

This study is a survey of high school graduates of 1973 from a seven county area of Nebraska, to find out about the social influences on their occupational and educational choice and the factor they considered when making their decisions about what to do after high school graduation.

We would like for you to answer every question, but if you consider any question objectionable feel free not to answer. Your participation in this survey is completely voluntary. The information which we are gathering is strictly confidential. There will be no way that anyone will be able to identify you or connect you and your answers when the results of the study are released.

Lets begin'

A. General - Post Secondary and Work (Career) Decisions

1. Did you graduate from high school in 1973?

    1. Yes (IF YES) Approximately when?________________ 14 ( )
    2. No (IF NO, DISCONTINUE THE INTERVIEW)

2. What is the name of the high school from which you graduated? 15 ( ) 16 ( )

    ____
    (SEE HIGH SCHOOL CODE SHEET FOR CODING)

3. What county is the high school in? 17 ( ) 18 ( )

    ____
    (SEE COUNTY CODE SHEET FOR CODING)

4. What is your birth date? _____ month _____ day _____ year (CODE YEAR) 19 ( ) 20 ( )

5. What was your age as of May 31,1973? _______ 21 ( ) 22 ( )

6. (CODE SEX OF RESPONDENT) 23 ( )

    1. Male
    2. Female

7. What is your marital status? 24 ( )

1. Married. I married while still in high school.
2. Married. I married after leaving high school.

3. Divorced. I married while still in high school, but am divorced.
4. Divorced. I married after high school, but am now divorced.

5. Separated. I married in high school, but am now separated.
6. Separated. I married after high school, but am now separated.

7. Single, never married.

8. (IF SINGLE, DIVORCED) Do you expect to marry and when?

1. I do not expect to marry. 25 ( )
2. I plan to marry sometime in the future.
3. I plan to marry this year.
4. I plan to marry next year.
5. I plan to marry within three years.

9. What have you been doing educationally and occupationally since you graduated from high school? Please give approximate dates, up to February 1, 1974. 26[ ]

Summer 1973 (VERBATIM RECORD) ________________________ 27[ ]

____

September 1973 through January 1974 (VERBATIM RECORD)

____ 28[ ]

____ 29[ ]

____ 30[ ]

____ 31[ ]

____ 32[ ]

____ 33[ ]

(THE PURPOSE OF THIS QUESTION IS TO DISCOVER WHAT THE EDUCATIONAL AND OCCUPATIONAL HISTORY OF THE GRADUATE IS DURING THIS PERIOD, INCLUDING PERIODS WHEN GRADUATES DO NOT HAVE JOBS OR ARE NOT ENROLLED AND ATTENDING SCHOOL.)

10. When did you make your final decision about whether you would enter college or get a job in 19[illegible]3? Which month? Which year?

34 ( )
35 ( )
36 ( )

____ ____

(CODE NUMBER OF MONTH)
(CODE YEAR)

11. What did you do about the military?

(37)( )

1. Doesn't apply to me.
2. I joined for two years or longer.
3. I joined an ROTC program at a college.
4. I did not join a branch of the military service.

12. - 13. (READ THE FOLLOWING INSTRUCTIONS) The following four items are about your plans for a job and for an education which you had in high school. One type is called "LIKE TO" and the other type is called "EXPECT TO". It is important that you clearly understand the difference between the "LIKE TO" and the "EXPECT TO" types of questions.

38 [ ]
39 [ ]
40 [ ]
(41)( )
(42)( )

12. SUPPOSING you could have the necessary abilities, education, grades, money, etc., what kind of work would you really LIKE TO do after you finish your education, that is, after you got out of high school, or get out of technical, business, nursing school, or college? PLEASE BE VERY SPECIFIC. (IF R WOULD REALLY LIKE TO GO INTO THE MILITARY, PLEASE SPECIFY THE MILITARY RANK HE/SHE WOULD REALLY LIKE TO HAVE.)

(CODE USING OCCUPATIONAL CATEGORIES CUE SHEET)

____

43 [ ]
44 [ ]
45 [ ]
46 ( )
47 ( )

13. CONSIDERING your abilities, grades, financial resources, chances for technical school, college, etc., what kind of work do you actually EXPECT TO do after you finish your education?, that is, after you get out of high school, or get out of technical, business, nursing school, or college? PLEASE BE VERY SPECIFIC. (IF R actually EXPECTED TO go into the military, please specify the military rank he/she actually EXPECTED TO get.)

____

(CODE USING OCCUPATIONAL CATEGORIES CUE SHEET)

14. SUPPOSING you could have the necessary abilities, grades, money, etc., how far would you really LIKE TO go in school?

48 ( )

1. Graduate from high school, but not go beyond
2. Trade or technical school
3. Two-year Business school
4. Nursing school, 3 years Diploma School
5. Two years of college
6. Graduate from college
7. Graduate from a graduate or professional school
8. Other, specify______________________________

15. CONSIDERING your abilities, grades, financial resources, etc., how far do you actually EXPECT TO go in school? 49 ( )

1. Graduate from high school, but not go beyond
2. Trade or technical school
3. Two-year business school
4. Nursing school or 3 year diploma school
5. Two years of college
6. Graduate from college
7. Graduate or professional school
8. Other, specify________________

16. What occupation had you decided by your senior year in high school that you would pursue as a career? (IF R HAD NOT DECIDED GO TO Q 17) 50 ( ) 51 ( )

____

52 [ ]

____

(17 ONLY IF R HAD NOT DECIDED ON OCCUPATION) 53 [ ]

17. What reason(s) would you give for not having decided at least tentatively, about an occupation to pursue as a career by the end of your senior year? 54 [ ]

55 [ ]

1st____

56 [ ]

2nd____

57 [ ]

58 [ ]

18. (WHATEVER R IS DOING) Do you think you have the ability to complete college? 59 ( )

1. Yes, definitely
2. Yes, probably
3. Not sure
4. I doubt it
5. Definitely not

19. (IF R HAS NOT BEEN ATTENDING COLLEGE) Did you want to go to college? 60 ( )

1. Yes
2. No
3. I don't know

20. What do you think about this statement? "Even with a lot of education, I'd have a hard time getting the right kind of job." 61 ( )

1. Disagree
2. Not sure
3. Agree

21. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Choose one number on each line)

	Not Important	Somewhat Important	Very Important	
1. Previous work experience in the area	1	2	3	62 ( )
2. Relative or friend in the same line of work	1	2	3	63 ( )
3. Job openings available in the occupation	1	2	3	64 ( )
4. Work matches a hobby interest of mine	1	2	3	65 ( )
5. Good income to start or within a few years	1	2	3	66 ( )
6. Job security and permanence	1	2	3	67 ( )
7. Work that seems important and interesting to me	1	2	3	68 ( )
8. Freedom to make my own decisions	1	2	3	69 ( )
9. Opportunity for promotion and advancement in long run	1	2	3	70 ( )
10. Meeting and working with sociable, friendly people	1	2	3	71 ( )
11. A job where you don't have to meet the public	1	2	3	72 ( )
12. Other VERY IMPORTANT factor			3	73 ( )

22. When did you decide what occupation you wanted to eventually go into?

74 ( )

1. Before the seventh grade
2. In the seventh, eighth or ninth grade
3. In the tenth grade
4. In the eleventh grade
5. In the twelfth grade
6. After high school
7. I have not yet decided

23. When did you first decide whether you would go to college or not?

75 ( )

1. I decided before grade seven
2. I decided in the 7th, 8th, or 9th grade
3. I decided in the 10th grade
4. I decided in the 11th grade
5. I decided in the 12th grade
6. I decided this year after high school
7. I'm still undecided

24. How important is each of the following to you in selecting a job or career?

(Choose one number on each line)

		Not Important	Somewhat Important	Very Important	
1.	Making a lot of money	1	2	3	76 ( )
2.	Opportunities to be original and creative	1	2	3	77 ( )
3.	Opportunities to be helpful to others or useful to society	1	2	3	78 ( )
4.	Avoiding a high-pressure job that takes too much out of you	1	2	3	79 ( )
5.	Living and working in the world of ideas	1	2	3	80 ( )
6.	Freedom from supervision in my work	1	2	3	Card 2 11 ( )
7.	Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3	12 ( ) 13 ( )
8.	The chance to be a leader	1	2	3	
	Opportunities to work with people rather than things	1	2	3	14 ( )
9.	Having a position that is looked up to by others	1	2	3	15 ( )
10.	Other VERY IMPORTANT factor	1	2	3	16 ( )

25. Are you a veteran of the U. S. armed services now? 17 ( )

1. Yes
2. No

26. What were your plans for military service your senior year in high school? 18 ( )

1. I did not consider volunteering.
2. I considered volunteering, but not very seriously.
3. I seriously considered volunteering for a period of two or more years.
4. I definitely planned to volunteer for service for a period of two years or more.
5. I had pre-enlisted my senior year and planned to go in after graduation.
6. Doesn't apply to me.

27. Since you left high school, what educational or occupational activity listed here is most representative of what you've been doing. (GIVE R EDUCATION AND OCCUPATION CHARACTERESTIC CUE SHEET) Choose One.

19 ( )

1.	Being in an apprenticeship or on-the-job training program (GOES WITH SECTIONS E or F)	(Section B)
2.	Being engaged in regular military service	(Section C)
3.	Being a full time homemaker	(Section D)
4.	Working full time	(Section E)
5.	Working part time	(Section F)
6.	Taking vocational or technical courses at a trade or business school or technical college	(Section G)
7.	Taking academic program at a junior or technical community college full time or part time	(Section H)
8.	Attending a four year college or university full time or part time	(Section H)
9.	Other (traveling, taking a break, etc.)	(Section I)

(IF PART-TIME OR FULL-TIME WORKING TO HELP R GET THROUGH SCHOOL, THEN CHOOSE SCHOOL, IF DEVELOPING A NEW VOCATION.)

(IF GOING TO SCHOOL PART-TIME OR FULL-TIME AS A SIDELINE TO THEIR FULL-TIME JOB, THEN CHOOSE JOB, IF ENHANCING THE JOB OR TAKING COURSES FOR PERSONAL INTEREST.)

(IF R IS IN ACTIVITY (1.) APPRENTICESHIP OR ON-THE-JOB TRAINING, INCLUDE QUESTIONS IN SECTION B WITH QUESTIONS IN SECTION E, WORKING FULL TIME, OR SECTION F, WORKING PART TIME.)

B. For those who have entered an apprenticeship or on-the job training program during the year after they left high school.

1. When did you enter your apprenticeship or on-the-job training program? 20 ( )

    1. Before June 1973
    2. June through August 1973
    3. September through December 1973
    4. In January 1974 or later

2. What kind of business does this firm do or what services does it provide?

____

____

21 ( )
22 ( )

3. What kind of job is the training program for? (For example: Is it for managerial position, for machine operation, etc.?)

23 [ ]

____

24 [ ]

____

25 [ ]

4. Is the work you are training (trained) for in the apprenticeship or training program the kind of work you plan to be doing for most of your life? 26 ( )

    1. Yes
    2. Yes, if I like the work
    3. Yes, if I succeed
    4. No, I expect to become a homemaker
    5. No, I expect to get further education so I can enter a different occupation
    6. No, I expect to enter military service
    7. No, I expect to change to a different type of work
    8. No, some other reason
       Please specify__________________________

____

5. How long does (did) your apprenticeship or training last?

Choose one. 27 ( )

1. Less than six months
2. Six months up to one year
3. More than a year, up to two years
4. More than two years, up to three years
5. More than three years
6. I don't know

6. Have you completed the apprenticeship or training program?

28 ( )

1. Yes
2. No

7. If you dropped out of the apprenticeship or training program, what was your reason for dropping out? 29 [ ]

30 [ ]

____

____ 31 [ ]

32 [ ]

____

8. Are you continuing any other post-secondary schooling part time while you are in your apprenticeship or training program?

33 ( )

Answer One.

1. No
2. Yes, I am attending a vocational, technical, trade or business school part time
3. Yes, I am taking a correspondence course leading to vocational certification
4. Yes, I attending a college or university part time
5. Yes, I am taking a correspondence course leading to a regular college degree

C. For those who entered military service during the year after they left high school.

1. When did you enter military service? 34 ( )

   1. Before June 1973
   2. June through August, 1973
   3. September through December, 1973
   4. In January, 1974 or later

2. Which service are you in (including Reserve or National Guard within appropriate service)? 35 ( )

   1. Army
   2. Air Force
   3. Navy
   4. Marine Corps
   5. Coast Guard
   6. I don't know

3. How did you enter military service? 36 ( )

   1. I enlisted
   2. I attend a service academy
   3. Other

4. How long do you expect to be on fulltime active duty in the military service? (Choose one of the following.) 37 ( )

   1. For initial training for the National Guard or Reserve only
   2. For one two-year tour of duty only
   3. For one three-year or four-year tour of duty
   4. For more than one tour of duty, but less than a full career term
   5. For a full career term (20 years minimum)
   6. I don't know

5. What do you plan to do when you get out of military service? Choose all that apply.

	Does not apply to me	Applies to me	
1. Retire	1	2	38 ( )
2. Find part time job	1	2	39 ( )
3. Find full time work	1	2	40 ( )
4. Go to college either full time or part time	1	2	41 ( )
5. Attend a vocational, technical, business or trade school either full time or part time	1	2	42 ( )
6. Enter an apprenticeship or on-the-job training program	1	2	43 ( )
7. Be married	1	2	44 ( )
8. I don't know	1	2	45 ( )
9. Other: specify________________		2	46 ( )

6. How important was each of the following in helping you decide to enter the military service after leaving high school? Choose one number on each line.

(USE CUE SHEET)	Not Important	Somewhat Important	Very Important	
1. Wanted to enter military service	1	2	3	47 ( )
2. Wanted to earn money for my education or become el gible for education and other benefits under the GI Bill	1	2	3	48 ( )
3. Wanted to support myself	1	2	3	49 ( )
4. Wanted to support my family	1	2	3	50 ( )
5. Wanted a career in the military	1	2	3	51 ( )
6. Wanted to get vocational or job training in the service	1	2	3	52 ( )
7. Wanted to get college education in the service	1	2	3	53 ( )
8. Wanted to travel, see the world, or get away from home	1	2	3	54 ( )
9. Did not qualify for the civilian schooling I wanted	1	2	3	55 ( )
10. Could not afford the civilian schooling I wanted	1	2	3	56 ( )
11. Did not have a civilian school within commuting distance of my home	1	2	3	57 ( )
12. Did not get the civilian job wanted	1	2	3	58 ( )
13. Parents or counselors advised me to enter military service	1	2	3	59 ( )
14. Recent pay increases for military recruits	1	2	3	60 ( )
15. Could earn more money in military service than in civilian life	1	2	3	61 ( )
16. Other Very Important: specify______			3	62 ( )

____

D. For those who are full time homemakers during the year after leaving high school.

1. When did you become a full time homemaker? 63 ( )

   1. Before June, 1973
   2. June through August, 1973
   3. September through December, 1973
   4. In January, 1974 or later

2. For how long do you plan to remain a full time homemaker? 64 ( )

   1. Permanently
   2. Until my children are fully grown
   3. Until my children are in school
   4. Only for a few years
   5. I don't know

3. Do you ever plan to do any of the following? (Choose one number with each item.)

		No	Yes	Don't know	
1.	Work part time	1	2	3	65 ( )
2.	Work full time	1	2	3	66 ( )
3.	Attend a vocational, technical, business or trade school part time	1	2	3	67 ( )
4.	Attend a vocational, technical, business or trade school full time	1	2	3	68 ( )
5.	Attend college part time	1	2	3	69 ( )
6.	Attend college full time	1	2	3	70 ( )
7.	Attend adult education courses of interest	1	2	3	71 ( )

4. Are you continuing your schooling since you left high school? 72 ( )

   1. Yes, full time (GO TO Q 5, SKIP Q 6)

   2. Yes, part time (GO TO Q 5, SKIP Q 6)

   3. No (GO TO Q 6, SKIP Q 5)

5. What kind of schooling have you engaged in since you left high school? (Choose one of the following.) 73 ( )

   1. A vocational, technical, trade, or business school.
   2. A correspondence course leading to vocational certification.
   3. A college or university.
   4. A correspondence course leading to a regular college degree.
   5. Other: please specify

      ______________________________.

6. Here are some reasons others have given for not continuing their education full time during the year after they left high school. Which of these reasons apply to you? (Choose one number on each line.)

	Does not apply to me	Applies to me	
1. Need to earn money to support my family	1	2	74 ( )
2. Need to earn money before I can pay for further schooling	1	2	75 ( )
3. Failure to find out in time about admission requirements, cost of attending, availability of a school in area, etc	1	2	76 ( )
4. Poor high school grades or poor scores on college admission tests	1	2	77 ( )
5. Lack of high school credits required for college entrance	1	2	78 ( )
6. Applied at one or more schools, but was not accepted	1	2	79 ( )
7. Lack of a school within commuting distance of my home	1	2	Card 3 11 ( )
8. Discouraged from continuing by teachers or counselor	1	2	12 ( )
9. Discouraged from continuing by my parents	1	2	13 ( )
10. Discouraged from continuing by my husband	1	2	14 ( )
11. My future plans do not require more schooling	1	2	15 ( )
12. Want to take a break, may attend school later	1	2	16 ( )
13. I am married	1	2	17 ( )
14. School is not for me, I don't like it	1	2	18 ( )
15. I have a baby to take care of	1	2	19 ( )
16. Other: please specify ____________________ ________________________________		2	20 ( )

7. Choose three most important reasons for not continuing your education from Q 6 and rank them in the order of their importance.

1st = ( ) 2nd = ( ) 3rd = ( )

21 ( )
22 ( )
23 ( )
24 ( )
25( )
26( )

E. For Those Working Full Time During The Year After They Left High School.

1. How many different full time jobs (35 hour per week) have you had since you left high school? 27( )

   1. None
   2. One
   3. Two
   4. Three or more

2. How long did it take you to find the first full time job you had since high school? 28( )

   1. I found it before I left high school.
   2. Less than a week.
   3. 1 to 2 weeks.
   4. 2 to 4 weeks.
   5. 1 to 2 months.
   6. 2 to 4 months.
   7. 4 to 6 months.
   8. Longer than 6 months.
   9. I still don't have a job.

3. When did you start this first full time job? 29( )

   1. Before May 1973.
   2. In May or June 1973.
   3. In July or August 1973.
   4. In September or October 1973.
   5. In November or December 1973.
   6. In January 1974 or later.
   7. Still don't have a full time job.

4. How did you get your first full time job? 30( ) 31( )

   1. Through a friend or relative.
   2. Through my high school.
   3. Through another school.
   4. Through a union or bargaining group.
   5. Through the U. S. Employment Service.
   6. Through another public employment agency.
   7. Through a private employment agency.
   8. By answering an advertisement.
   9. By applying directly to a person or company that might be hiring.
   10. Other. Please specify________________________________

   ____

5. What was your first full-time job after graduating from high school? (SECURE ENOUGH INFORMATION TO CODE) (CODE CUE 3) 32( ) 33( )

(RECORD NAME OR DESCRIPTION)________________________ 34[ ]

____ 35[ ] 36[ ]

6. What was your starting pay (before deductions) on your first full time job? (Choose among the income categories.) 37( ) 38( )

(USE THE INCOME CODE SHEET 9E)

1. **Less than $3,000 a year (about $60 a week or less)**
2. **Between $3,000 and $5,999 a year (from $60 to $119 a week)**
3. **Between $6,000 and $7,499 a year (from $120 to $149 a week)**
4. **Between $7,500 and $8,999 a year (from $150 to $179 a week)**
5. **Between $9,000 and $10,499 a year (from $180 to $209 a week)**
6. **Between $10,500 and $11,999 a year (from $210 to $239 a week)**
7. **Between $12,000 and $13,499 a year (from $240 to $269 a week)**
8. **Between $13,500 and $14,999 a year (from $270 to $299 a week)**
9. **Between $15,000 and $18,000 a year (from $300 to $359 a week)**
10. **Between $18,000 and $25,000 a year (from $360 to $480 a week)**
11. **Over $25,000 a year (about $481 a week or more)**

7. Did you have a definite job lined up before you left high school? 39( )

1. Yes, I continued in a job I had in high school.
2. Yes, I lined up a new job while I was in high school.
3. No, I found a job after I left high school.
4. No, I haven't done anything yet to get a job.

8. Were you willing at graduation to move away from your hometown or area in order to get a job you wanted? 40( )

1. Yes, I preferred to move away.
2. Yes, it made no difference to me.
3. Yes, but I preferred to find work in my home community.
4. No, I was not willing to move.

9. In regard to selecting your first full time job you held after high school how important was each of the following factors.

(USE CUE SHEET 10E)

		Not Important	Somewhat Important	Very Important	
1.	Starting salary	1	2	3	41( )
2.	Future salary	1	2	3	42( )
3.	Good physical conditions	1	2	3	43( )
4.	Job security	1	2	3	44( )
5.	Good fringe benefits	1	2	3	45( )
6.	A friend or relative to recommend me	1	2	3	46( )
7.	Variety in the work	1	2	3	47( )
8.	The only job opening	1	2	3	48( )
9.	Something I was really interested in	1	2	3	49( )
10.	Working conditions were good	1	2	3	50( )
11.	Opportunity to be original and creative	1	2	3	51( )
12.	Opportunity to work with people rather than things	1	2	3	52( )
13.	Opportunity to work with things rather than people	1	2	3	53( )
14.	Freedom to make my own decisions	1	2	3	54( )
15.	Have good people to work with	1	2	3	55( )
16.	Opportunity for promotion and advancement	1	2	3	56( )
17.	Opportunity for a career	1	2	3	57( )
18.	Provides on job training or educational opportunities	1	2	3	58( )
19.	Other VERY IMPORTANT factor	1	2	3	59( )

10. Did you have a paid job in January, 1974?

1. Yes, a full time job (35 hours per week or more) 60( )
2. Yes, a part time job (less than 35 hours per week)
3. No, but I was looking for a full time job.
4. No, but I was looking for part time work (I did not want a full time job.)
5. No, I was going to school, and did not want a job.
6. No, I am a housewife, and no longer wanted an outside job.
7. No, I did not have a job, nor was I looking, for reasons other than those listed above.

11. What was the job you held in January, 1974? 61( )

62( )

(RECORD NAME OR DESCRIPTION)______________________________

______________________________ 63[ ]

(SECURE ENOUGH INFORMATION TO CODE OCCUPATION) 64[ ]

65[ ]

12. What was your pay (before deductions) on the job you held in January, 1974? (Choose among the income categories.) 66( )

67( )

(USE THE INCOME CODE SHEET 9E)

1. Less than $3,000 a year (about $60 a week or less)
2. Between $3,000 and $5,999 a year (from $60 to $119 a week)
3. Between $6,000 and $7,499 a year (from $120 to $149 a week)
4. Between $7,500 and $8,999 a year (from $150 to $179 a week)
5. Between $9,000 and $10,499 a year (from $180 to $209 a week)
6. Between $10,500 and $11,999 a year (from $210 to $239 a week)
7. Between $12,000 and $13,499 a year (from $240 to $269 a week)
8. Between $13,500 and $14,999 a year (from $270 to $299 a week)
9. Between $15,000 and $18,000 a year (from $300 to $359 a week)
10. Between $18,000 and $25,000 a year (from $360 to $480 a week)
11. Over $25,000 a year (about $481 a week or more)

13. Is the job you were working at in January, 1974 the kind of work you think you will be doing for most of your life? (Perhaps to be looked at as one of the first steps in advancement in an occupational field.) 68( )

1. Yes
2. Yes, if I like the work the more I get into it.
3. Yes, if I succeed.
4. No, I expect to become a homemaker.
5. No, I expect to further my education so I can enter a different occupation.
6. No, I expect to go into military service.
7. No, I eventually expect to change to a different type of work.
8. No, for some other reason.

14. How well do (or did) you like the type of work you were in, in January, 1974? 69( )

1. Not at all
2. Not very well
3. Fairly well
4. Very well
5. No opinion

15. Are you going to school part time or full time while working full time? 70( )

1. No (IF NO, SKIP Q 17, GO TO Q 18)
2. Yes, part time
3. Yes, full time (IF YES, GO TO Q 17, SKIP Q 18)

16. (IF YES TO Q 16) What school are you attending? 71( )

1. A vocational, technical, trade, or business school.

   Name of school______________________________ 72[ ]

2. A correspondence course leading to vocational certification. 73[ ]

   Name of school______________________________

3. A college or university.

   Name of school______________________________

4. A correspondence course leading to a regular college degree.

   Name of school______________________________

17. (IF NO TO Q 16) If you had adequate finances available, would you have gone to some post-secondary school or college? 74( )

1. No
2. Yes, a business or trade school or a vocational course in a technical community college.
3. Yes, an academic program in a junior college or community college.
4. Yes, a four year college or university.
5. I really don't know.

IF YES TO Q 18, What is the name of the school or college you would most likely attend, if you could afford it?

____

18. (ASK ONLY IF R IS NOT GOING TO A SCHOOL OR COLLEGE)
Here are some reasons others have given for not continuing their education during the year after they leave high school. Which of these reasons apply to you? Choose one number on each line.

	Does not apply to me	Applies to me	
1. Need to earn money to support my family	1	2	75( )
2. Need to earn money before I can pay for further school	1	2	76( )
3. Failure to find out in time about admission requirements, cost of attending, availability of a school in area, etc	1	2	77( )
4. Poor high school grades or poor scores on college admission tests	1	2	78( )
5. Lack of high school credits required for college entrance	1	2	79( )
6. Applied to one or more schools, but was not accepted	1	2	80( ) Card 4
7. Lack of a school within commuting distance of my home	1	2	11( )
8. Discouraged from continuing by teachers or counselor	1	2	12( )
9. Discouraged from continuing by my parents	1	2	13( )
10. Am waiting to enter the armed forces	1	2	14( )
11. My future plans do not require more schooling	1	2	15( )
12. Want to take a break, may attend school later	1	2	16( )
13. Plan to be married or am married	1	2	17( )
14. School is not for me, I don't like it	1	2	18( )
15. Other; please specify ______________________________		2	19( )

____

19. Rank three most important reasons reasons for not continuing your education which you chose as applying to you. Choose the top three and rank them.

(ASK ONLY OF THOSE ANSWERING Q 19)

1st = ( ) 20( ) 21( )

2nd = ( ) 22( ) 23( )

3rd = ( ) 24( ) 25( )

F. For Those Who Have Been Working Part Time During The Year After Leaving High School.

1. When did you start working part time? ( ) 26

   1. Before June, 1973
   2. June through August, 1973
   3. September or October, 1973
   4. November or December, 1973
   5. January, 1974 or later

2. Did you have a definite job lined up before you left high school? ( ) 27

   1. Yes, I continued in a job I had in high school.
   2. Yes, I lined up a new job while I was in high school.
   3. No, I found a job after I left high school.
   4. No, I haven't done anything yet to get a job.

3. How many different part time jobs (35 hours per week) have you had since you left high school? ( ) 28

   0. None
   1. One
   2. Two
   3. Three or more

4. What was your first part time job after graduating from high school? ( ) 29

   (SECURE ENOUGH INFORMATION TO CODE) (CODE USING CUE 3) ( ) 30

   (RECORD NAME OR DESCRIPTION)______________________________ [ ] 31

   ____ [ ] 32

5. Is the work,in this first part time job which you had since you left high school, the kind of work you think you will be doing for most of your life? (Possibly to be looked on as one of the first steps in advancement in an occupational field.) [ ] 33 ( ) 34

   1. Yes
   2. Yes, if I like the work the more I get into it.
   3. Yes, if I succeed.
   4. No, I expect to become a homemaker.
   5. No, I expect to further my education so I can enter a different occupation.
   6. No, I expect to go into military service.
   7. No, I eventually expect to change to a different type of work.
   8. No, for some other reason.

6. Did you have a **paid** job in January, 1974? ( ) 35

1. Yes, a full time job (35 hours per week or more)
2. Yes, a part time job (less than 35 hours per week)
3. No, but I was looking for a full time job.
4. No, but I was looking for a part time job. (I did not want a full time job.)
5. No, I was going to school, and did not want a job.
6. No, I am a housewife, and no longer wanted an outside job.
7. No, I did not have a job, nor was I looking, for reasons other than those listed above.

7. What was the part time job you held for the longest period of time since you graduated from high school? (SECURE ENOUGH INFORMATION TO CODE OCCUPATION) (CODE USING CUE 3) ( ) 36 ( ) 37

(RECORD NAME OR DESCRIPTION)______________________________

______________________________ [ ] 38

[ ] 39

8. Is the part time job you held for the longest period of time the kind of work you think you will be doing for most of your life. (To be looked at as a job which will give experience in an occupational field) [ ] 40 ( ) 41

1. Yes
2. Yes, if I like the work, the more I get into it.
3. Yes, if I succeed.
4. No, I expect to become a homemaker.
5. No, I had the job in order to furthe my education so I can enter a different occupation.
6. No, I expect to go into military service.
7. No, I eventually expect to change to a different type of work.
8. No, for some other reason. Specify______________________________

____

9. How well do (or did) you like the type of work you were in part time for the longest period of time since high school? ( ) 42

1. Not at all
2. Not very well
3. Fairly well
4. Very well
5. No opinion

10. Are you going to school part time or full time while working part time? ( ) 43

1. No (IF NO, SKIP Q 11, GO TO Q 12)
2. Yes, part time (IF YES, GO TO Q 11, SKIP Q 12)
3. Yes, full time

11. (IF YES TO Q 10) What school are you attending? ( ) 44

1. A vocational, technical, trade, or business school.

   Name of school________________________________ [ ] 45

2. A correspondence course leading to vocational certification. [ ] 46

   Name of school________________________________

3. A college or university.

   Name of school________________________________

4. A correspondence course leading to a regular college degree.

   Name of school________________________________

12. (IF NO TO Q 10) If you had adequate finances available, would you have gone to some post-secondary school or college? ( ) 47

1. No

2. Yes, a business or trade school or a vocational course in a technical community college.
3. Yes, an academic program in a junior college or community college.
4. Yes, a four year college or university
5. I really don't know.

(IF YES TO Q 12), What is the name of the school or college you would most likely attend, if you could afford it?

____

13. Were you willing at graduation to move away from your hometown or area in order to get a job you wanted? ( ) 48

1. Yes, I preferred to move away.
2. Yes, it made no difference to me.
3. Yes, but I preferred to find work in my home community.
4. No, I was not willing to move.

14. What was the starting pay (before deductions) of the part time job which you held the longest? (Choose among the income categories.) ( ) 49

1. Less than $30 a week
2. $30 to $39 a week
3. $40 to $49 a week
4. $50 to $79 a week
5. $80 to $99 a week
6. $100 to $119 a week
7. $120 or more a week

15. (ASK ONLY IF R IS NOT GOING TO A SCHOOL OR COLLEGE)
Here are some reasons others have given for not continuing their education during the year after they leave high school. Which of these reasons apply to you? Choose one number on each line. (USE CUE SHEET 12F)

	Does not apply to me	Applies to me	
1. Need to earn money to support my family	1	2	( )50
2. Need to earn money before I can pay for further school	1	2	( )51
3. Failure to find out in time about admission requirements, cost of attending, availability of a school in area, etc	1	2	( )52
4. Poor high school grades or poor scores on college admission tests	1	2	( )53
5. Lack of high school credits required for college entrance	1	2	( )54
6. Applied to one or more schools, but was not accepted	1	2	( )55
7. Lack of a school within commuting distance of my home	1	2	( )56
8. Discouraged from continuing by teachers or counselor	1	2	( )57
9. Discouraged from continuing by my parents	1	2	( )58
10. Am waiting to enter the armed forces	1	2	( )59
11. My future plans do not require more schooling	1	2	( )60
12. Want to take a break, may attend school later	1	2	( )61
13. Plan to be married or am married	1	2	( )62
14. School is not for me, I don't like it	1	2	( )63
15. Other; please specify ______________________________		2	( )64

16. (ASK ONLY OF THOSE ANSWERING Q 15) ( )65
( )66

Rank three most important reasons for not continuing your education which you chose as applying to you. ( )67
( )68

1st = ( ) 2nd = ( ) 3rd = ( )

( )69

17. If you are not now working full time or going to a college or technical college or business school, when do you plan to go to work full time? (Choose one) ( )70
( )71

1. Before June 1974
2. June through August 1974
3. In September 1974
4. Probably never

G. For Those Taking Vocational Or Technical Courses At A Trade School Or Business School Or Technical Community College Full Time Or Part Time During The Year After They Leave High School.

1. What is the name and location of the school you have been attending?

   [ ] 72

   Name of school ______________________________

   [ ] 73

   Address ______________________ ______________________
   City State

   [ ] 74

   Is this school public or private?

   ( ) 75

   1. Public
   2. Private

2. How far is the technical, trade or business school you are attending from your hometown?

   ( ) 76

   1. Less than 10 miles
   2. 10 to 39
   3. 40 to 69
   4. 70 to 100
   5. Over 100 miles

3. Where do you live while attending technical college, trade or business school?

   ( ) 77

   1. At home--within an hour's commuting time.
   2. At home--more than an hour's commuting time.
   3. In a college dormitory.
   4. In a fraternity or sorority house.
   5. Away from home in a rented room or apartment.
   6. Away from home with friends or relatives.
   7. Other. Please specify____________________.

4. When did you start classes or begin taking courses in a vocational, technical, trade or business school? (Choose one.)

   ( ) 78

   1. Before June 1973
   2. June through August 1973
   3. September through December, 1973
   4. In January 1974 or later

5. Have you completed the course of study?

   ( ) 79

   1. Yes (IF YES, SKIP TO Q. 8)
   2. No

6. Are you still taking courses?

1. Yes (IF YES, SKIP Q. 7, GO TO Q. 8) ( ) 80
2. No (IF NO, GO TO Q. 7)

Card 5

7. (IF NO TO Q. 6)
If you dropped out of the trade or business school, what was your reason for dropping out?

[ ] 11
[ ] 12

____ [ ] 13

____ [ ] 14

8. How are you or were you enrolled in the course of study you are taking? ( ) 15

1. Regular classes full time
2. Regular classes part time
3. By correspondence only

9. How long will it take you to complete the course of study you took or are taking now? ( ) 16

1. Less than six months
2. Six months to one year
3. More than a year, up to two years
4. More than two years
5. I don't know

10. What is the nature of the course of study which you pursued are pursuing? In other words, what is the course of study called?

[ ] 17

____ [ ] 18

____

11. What kind of jobs did you or do you see your course of study preparing you for? (CODE USING OCCUPATIONAL CATEGORIES CUE SHEET)

( ) 19
( ) 20

____ [ ] 21

____ [ ] 22

[ ] 23

12. Were you or are you working at the same time you are taking the courses?

( ) 24
( ) 25

1. No
2. Yes, 1 to 5 hours a week
3. Yes, 6 to 10 hours a week
4. Yes, 11 to 15 hours a week
5. Yes, 16 to 20 hours a week
6. Yes, more than 20 hours a week
7. Yes, more than 35 hours a week
8. Yes, but I don't know how many hours a week, but it's not full-time
9. I don't know

13. Here are some reasons others have given for going to a technical college or business or trade school during the year after they leave high school. Which of these reasons apply to you?
(USE 13G)

		Not Important	Somewhat Important	Very Important	
1.	Technical college and business and trade school graduates have good job prospects	1	2	3	( )26
2.	The career I want to go into requires the special training provided by technical colleges, business and trade schools	1	2	3	( )27
3.	Because most of my friends went	1	2	3	( )28
4.	Because my parents wanted me to go	1	2	3	( )29
5.	Because I can afford to go there better than more expensive schools	1	2	3	( )30
6.	Because the course of study is relatively short and I can get out and make some money	1	2	3	( )31
7.	Because the curriculum is more practical in its orientation than that of conventional colleges	1	2	3	( )32
8.	Because I think you need some special education if you want to get a good job	1	2	3	( )33
9.	Other	1	2	3	( )34

14. Do you plan to transfer to a four year college or university once you finish your vocational training?

( ) 35

1. Definitely not
2. Probably not
3. Maybe
4. Definitely
5. Don't know

15. How much do you think your vocational training would cost you in this first year after you have left high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.

( ) 36

1. Less than $500
2. $500-$749
3. $750-$999
4. $1,000-$,499
5. $1,500-$1,999
6. $2,000-$2,499
7. $2,500-$2,999
8. $3,000 or more
9. I don't know

16. From which of the following sources were you or are you getting money to pay for your vocational training? (CUE 14G)

	Not Receiving	Receiving	Expect	
1. Parents	1	2	3	( )37
2. Savings or summer earnings	1	2	3	( )38
3. Earnings while taking the course	1	2	3	( )39
4. Husband or wife	1	2	3	( )40
5. Other relatives (not parents)	1	2	3	( )41
6. College Work-Study Program	1	2	3	( )42
7. National Defense Student Loan Program	1	2	3	( )43
8. Federal Guaranteed Student Loan Program	1	2	3	( )44
9. Other loan	1	2	3	( )45
10. Private scholarship or grant	1	2	3	( )46
11. Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2	3	( )47
12. Social Security Benefits for Students Age 18-22 (for children of retired, disabled, or deceased)	1	2	3	( )48
13. Other sources	1	2	3	( )49

17. Now that you have attended technical college, trade or business school for a while, are you satisfied with the education you are getting? ( ) 50

1. Greatly Dissatisfied
2. Slightly Dissatisfied
3. No Opinion
4. Somewhat Satisfied
5. To a great extent

18. How good do you think your chances are of being employed in the occupation which you desire on graduation from technical college, trade or business school program you are in? ( ) 51

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good

H. For Those Going to a Four Year College or University, Taking an Academic Program in a Junior or Community College, or Taking College Level Correspondence Courses During the Year After Leaving High School.

1. When did you begin college?

   1. Before June 1973 ( ) 52
   2. June through August 1973
   3. September through December 1973
   4. In January 1974 or later

2. To how many colleges or universities did you apply for admission?

   1. To one college ( ) 53
   2. To two or three colleges
   3. To four or more colleges
   4. None, the college I'm attending did not require advance application for admission

3. Were you accepted by any college or university?

   1. Yes ( ) 54
   2. No, I applied but was not accepted
   3. No, I did not apply to any college

4. Are you taking college level correspondence courses rather than attending college or university full-time?

   1. Yes ( ) 55
   2. No (IF NO, SKIP Q 5)

5. If you are taking college level correspondence courses rather than attending college or university full-time, do you intend to attend regular college or university courses some time?

   1. Yes ( ) 56
   2. No
   3. Don't Know

6. What is the name and location of the college or university which you first attended? (or are taking a correspondence course from) [ ] 57

   Name of school____ [ ] 58

   Location____ [ ] 59

7. Is this college or university public or private?

   1. Public ( ) 60
   2. Private

8. Typically, students have several important reasons for enrolling in a college or university. How important were each of the reasons listed when you decided on college level studies? Choose an answer for each reason: Not Important = 1; Somewhat Important = 2; Very Important = 3. (USE CUE 15H)

	Not Important	Somewhat Important	Very Important	
1. I had always expected that I'd go to college	1	2	3	( )61
2. I felt I could live a better life if I had a college education	1	2	3	( )62
3. I had an interest in an area of study that I wanted to develop	1	2	3	( )63
4. I enjoyed studying and wanted to continue academic work	1	2	3	( )64
5. I felt a college degree was necessary for the kind of work I wanted to do	1	2	3	( )65
6. College graduates earn more money than people without college	1	2	3	( )66
7. My parents wanted me to go to college	1	2	3	( )67
8. My teachers or counselor though I should go	1	2	3	( )68
9. I wanted to get into college extracurricular activities	1	2	3	( )69
10. Most of my friends were planning to go to college	1	2	3	( )70
11. I wanted to explore several lines of work to see what I was interested in	1	2	3	( )71
12. I had hoped that college training would help me become a better husband or wife	1	2	3	( )72
13. I thought that college would be a good place to meet the person I'd like to marry	1	2	3	( )73
14. I wanted to avoid going into the "cold, cruel" world of work for a while	1	2	3	( )74
15. I didn't want to go into the job market since the economy was not very good, but I decided to go to college so I wouldn't waste my time	1	2	3	( )75
16. I didn't know what kind of work I wanted to do and thought further schooling would help me discover what kinds of jobs there were and what I wanted to do	1	2	3	( )76
17. I felt I would learn things that would help me live a more interesting life	1	2	3	( )77
18. I felt college was the best place to go to get help in discovering the meaning of life	1	2	3	( )78

9. Now rank those reasons you chose as Very Important in order of their importance. Choose the top three first, then rank them in the order of importance. ( )79

( )80

1. ( ), 2. ( ), 3. ( )

Card Six

( )11

( )12

( )13

( )14

10. Why did you choose to enroll at the college or university which you attended first? How important were each of the reasons listed when you made your decision to attend the specific college or university you first attended? Choose an answer for each reason: Not Important = 1; Somewhat Important = 2; Very Important = 3.
(USE CUE 16H)

	Not Important	Somewhat Important	Very Important		
1. It was close enough that I could live at home	1	2	3	( )	15
2. It was close enough to my home so that I could return frequently	1	2	3	( )	16
3. I liked the opportunity to be "on my own" at a large school	1	2	3	( )	17
4. I was interested in certain courses or career programs offered	1	2	3	( )	18
5. I wanted to study with top-notch professors	1	2	3	( )	19
6. I liked the idea of the community of a small school	1	2	3	( )	20
7. I looked forward to being involved with various activities on the campus	1	2	3	( )	21
8. I wanted to study at a school that emphasized undergraduate education	1	2	3	( )	22
9. Students who had attended recommended it to me	1	2	3	( )	23
10. My teacher(s) or counselor believed I should enroll there	1	2	3	( )	24
11. My parents believed it would be better than other schools for me	1	2	3	( )	25
12. Parents or their friends had ties with Greek organizations on the campus	1	2	3	( )	26
13. One or both of my parents had attended there	1	2	3	( )	27
14. It cost less than other schools I considered	1	2	3	( )	28
15. It offered me the best plan for financial assistance	1	2	3	( )	29
16. My boy friend or girl friend planned to attend	1	2	3	( )	30
17. Some of my close friends decided to enroll	1	2	3	( )	31
18. Availability of ROTC or other officer training	1	2	3	( )	32
19. A campus representative talked with me on Career Day or College Day	1	2	3	( )	33
20. I had visited the campus and was attacted to it	1	2	3	( )	34
21. It was the only college that accepted my application	1	2	3	( )	35
22. I expected to meet and become friends of many people I would like	1	2	3	( )	36
23. I wanted to be "on my own" away from home	1	2	3	( )	37

24. Its athletic program had a good reputation........1........2.........3 ( ) 38

25. The atmosphere is generally a liberal one and I wanted to get away from the conservative atmosphere of my hometown..............................1........2.........3 ( ) 39

26. The atmosphere is generally more conservative than other colleges and I liked that..............1........2.........3 ( ) 40

27. The religious and moral tone is on a very high level...1........2.........3 ( ) 41

28. The atmosphere is more permissive and liberal religiously than some other college...............1........2.........3 ( ) 42

29. It is the church school of my denomination or church.1.......2.........3 ( ) 43

30. Other Very Important Reason: specify ______________ ....3 ( ) 44

____

11. Now rank those reasons you chose as Very Important in order of their importance
Choose the top three first, then rank them in their order of importance. ( ) 45

1. ( ), 2. ( ), 3. ( )

( ) 46
( ) 47
( ) 48
( ) 49
( ) 50

How far is the college you first attended from your hometown? ( ) 51

1. Less than 10 miles
2. 10 to 39
3. 40 to 69
4. 70 to 100
5. Over 100 miles

13. Where didyou first live while attending the college you first attended?

1. At home--within an hour's commuting time. ( ) 52
2. At home--more than an hour's commuting time.
3. In a college dormitory.
4. In a fraternity or sorority house.
5. Away from home in a rented room or apartment.
6. Away from home with friends or relatives.
7. Other, please specify ____.

14. Which of the following best describes the college you first attended? ( ) 53

1. A two year college (junior college, technical college, vocational school, or community college)
2. A four year college or university
3. Have not decided yet.

1 Are you still enrolled and taking courses in the college you first attended? ( ) 54

1. Yes (IF YES, GO TO Q 16)
2. No [ ] 55
   a. IF NO, then why aren't you still taking courses? [ ] 56

   ____ [ ] 57

   ____ [ ] 58

   b. (If You Have Transferred To A Second College, Answer The Next Two Questions)

      (1) What is the name and location of the college or university which you are now attending? [ ] 59

      [ ] 60

      Name of school ______________________________ [ ] 61

      Location ______________________________

      (2) Is this college or university public or private? ( ) 62

      1. Public
      2. Private

16. How were you enrolled in the course of study you were taking in the college you first attended? ( ) 63

    1. Regular classes full time
    2. Regular classes part time
    3. By correspondence only
    4. I don't know

17. IF YOU ARE IN A TWO YEAR COLLEGE, do you plan to transfer to a four year college or university after junior or two year college? ( ) 64

    1. Yes, I definitely plan to transfer
    2. I have tentative plans to transfer
    3. I am undecided about transferring
    4. I probably won't transfer
    5. I definitely won't transfer

18. Are you taking ROTC or are you planning to? ( ) 65

    1. Would not under any circumstances take ROTC or a similar program.
    2. Would give some consideration to taking ROTC or a similar program.
    3. Willing to take ROTC or similar program.
    4. I am presently enrolled in ROTC.
    5. Definitely plan to take ROTC or similar program.
    6. Don't really know.

9. This question asks for your present choices among certain fields of study in college. Choose one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one. **(ANOTHER PHRASING OF THE QUESTION: ASK WHAT THE STUDENT'S MAJOR IS, THEN HIS/HER MINOR AREA) (WE ARE INTERESTED IN PREFERENCES)** (Be sure to choose only one number in each column from the entire list of fields.) (SHOULD NOT CUE STUDENT)

( )66
( )67
( )68
( )69

	First choice	Second choice
Agriculture (for example, agricultural economics, agronomy, forestry, and soils)	01	01
Architecture	02	02
Art (for example, art appreciation, design, drawing, and sculpting)	03	03
Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology)	04	04
Black studies, Mexican-American studies, or other ethnic studies	05	05
Business (for example, accounting, business administration, industrial management, marketing, and finance)	06	06
Computer and information sciences (for example, programming and systems analysis)	07	07
Education (for example, business education, elementary education, and physical education)	08	08
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	09	09
English (for example, creative writing, linguistics, literature, and speech and drama)	10	10
Foreign languages (for example, French, German, Italian, Latin, and Spanish)	11	11
Health-related careers (for example, nursing, medical technology, and x-ray technology)	12	12
Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing)	13	13
Interdisciplinary studies	14	14
Journalism (for example, communications and radio and television)	15	15
Mathematics (for example, calculus and statistics)	16	16
Music (for example, music appreciation and composition)	17	17
Philosophy or religion (for example, ethics, logic, and theology)	18	18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics)	19	19
Social sciences (for example, anthropology, economics, government, history political science, prelaw, psychology, social work, sociology, and urban affairs)	20	20
Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)	21	21

20. Are you using funds from any of the following programs for your post-secondary education? (USE CUE SHEET 18H)

	Yes	No	Don't know enough about program to answer.	
1. College or university scholarship	1	2	3	( )70
2. College or university loan	1	2	3	( )71
3. State or local scholarship	1	2	3	( )72
4. State or local loan	1	2	3	( )73
5. Scholarship from a private organization or company	1	2	3	( )74
6. Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2	3	( )75
7. ROTC scholarship programs	1	2	3	( )76
8. College Work-Study Programs	1	2	3	( )77
9. Social Security Benefits for Students Age 18-22 (for children of retired, disabled, deceased parents)	1	2	3	( )78
10. National Defense Student Loan Program	1	2	3	( )79
11. Federal Guaranteed Student Loan Program	1	2	3	( )80
				Card Seven
12. Educational Opportunity Grant Program	1	2	3	( )11
13. Health Professions Student Loan Program	1	2	3	( )12
14. Health Professions Scholarship Program	1	2	3	( )13
15. Nursing Student Loan Program	1	2	3	( )14
16. General Scholarship Program	1	2	3	( )15
17. Law Enforcement Education Program	1	2	3	( )16
18. Veterans Administration War Orphans Educational Assistance Program	1	2	3	( )17
19. Regular Bank Loan	1	2	3	( )18
20. Loan from a private individual	1	2	3	( )19
21. Other; please specify ______________________________ ____.	1			( )20

21. How much do you think your total cost for attending college or taking courses during the first year after high school will be? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate. Choose one of the following categories. (USE CUE SHEET 19Ha)

( )21
( )22

1. Less than $500
2. $500 - $749
3. $750 - $999
4. $1,000 - $1,499
5. $1,500 - $1,999
6. $2,000 - $2,499
7. $2,500 - $2,999
8. $3,000 - $3,499
9. $3,500 - $3,999
10. $4,000 - $4,499
11. $4,500 or more
12. I don't know

22. From which of the following sources are you getting money to pay for your college education? Choose one number on each line. (USE CUE SHEET 19Hb)

	Not Expect	Receiving	Expect to	
1. Parents	1	2	3	( )23
2. Savings or summer earnings	1	2	3	( )24
3. Earnings while taking courses	1	2	3	( )25
4. Husband or wife	1	2	3	( )26
5. Other relatives (not parents)	1	2	3	( )27
6. Scholarship	1	2	3	( )28
7. Loan	1	2	3	( )29
8. Other source	1	2	3	( )30

23. Are you working while you are taking the courses? (IF YES) How many hours a week? Choose one.

( ) 31

1. No
2. Yes, 1 to 5 hours a week
3. Yes, 6 to 10 hours a week
4. Yes, 11 to 15 hours a week
5. Yes, 16 to 20 hours a week
6. Yes, more than 20 to 35 hours a week
7. Yes, more than 35 hours a week
8. Yea, but I don't know how many hours a week
9. I don't know

24. Now that you have attended college for one term (semester, quarter) how satisfied are you with the education you are getting?

( ) 32

1. Greatly Dissatisfied
2. Slightly Dissatisfied
3. No Opinion
4. Somewhat Satisfied
5. To Great Extent

25. What do you think the job prospects will be for college graduates in the occupations you are or may be interested in?

( ) 33

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good

26. How good do you think your chances are of being employed in the occupation which you desire on graduation from College?

( ) 34

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good

27. Do you really want to be in college?

( ) 35

1. No, absolutely not
2. I'd rather not be
3. It makes no difference to me one way or the other
4. I want to be in college, but not very much
5. I want to be in college a great deal.

28. Do you plan to stop out of (interrupt) college? ( )36

1. Yes
2. No (IF NO, THEN END THIS SECTION)
3. Thinking about it, but undecided

(IF YES TO QUESTION 28, ASK THE FOLLOWING THREE QUESTIONS)
(IF 3. THINKING ABOUT IT, ASK THE FOLLOWING THREE QUESTIONS)

29. At what point do you plan to stop out; after how many years? ( )37

1. One year
2. Two years
3. Three years
4. Between my undergraduate degree and graduate school
5. Between a masters degree and a doctoral program
6. Sometime during my professional degree program
7. Other
8. Don't know

30. How long do you plan to stop out: ( )38

1. One semester or less
2. One year
3. One and one half years
4. Two years
5. More than two years but less than five years
6. Other
7. Don't know

31. If you plan to stop out, what do you plan to do during the time you are out of college?

[ ]39
[ ]40
[ ]41
[ ]42

Verbatim: ____

____

____

I. For Those Who Choose OTHER as That Which Characterizes The Year After They Left High School. (Other then, formal education, occupation or full-time homemaker. Example: travelling, taking a break, etc.)

1. What activity were you engaged in? ( )43

   1. Traveling
   2. __________
   3. __________

2. When did you begin this activity? ( )44

   1. June through August 1973
   2. September, October 1973
   3. November, December 1973
   4. In January 1974 or later

3. How did long did you or do you plan to do this activity? ( )45

   1. Less than 3 months
   2. More than 3 months but less than 6 months
   3. From 6 months to one year
   4. More than a year
   5. I don't know

4. From which of following sources are you getting money to pay for your activity? ( )46

   1. Parents
   2. Savings or summer earnings
   3. Husband or wife
   4. Other relatives (not parents)
   5. Loan
   6. Other sources

5. What reasons would you give for engaging in the kind of activity which you are pursuing rather than formal education or work?

	Not Important	Somewhat Important	Very Important	
1. I am physically disabled	1	2	3	( )47
2. I wanted to study on my own	1	2	3	( )48
3. I wanted to get my mind together	1	2	3	( )49
4. I wanted to see a number of places	1	2	3	( )50
5. I didn't want to get into the job market since the economy was not very good and I didn't care to go to college	1	2	3	( )51
6. I wanted to find myself	1	2	3	( )52
7. I wanted to have some completely different experiences	1	2	3	( )53
8. Other. Please specify	1	2	3	( )54

7. What do you plan to do when you complete your present activity?

		Does Not Apply To Me	Applies To Me	
1.	Find part-time work	1	2	( ) 55
2.	Find full-time work	1	2	( ) 56
3.	Go to college either full time or part time	1	2	( ) 57
4.	Attend a vocational, technical, business or trade school either full-time or part-time	1	2	( ) 58
5.	Enter an apprenticeship or on-the-job training program	1	2	( ) 59

8. Here are some reasons others have given for not continuing their formal education during the year after they left high school. Which of these reasons apply to you? (Choose one number on each line.) (USE CUE SHEET 20I)

		Does not apply to me	Applies to me	
1.	Need to earn money to support my family	1	2	( ) 60
2.	Need to earn money before I can pay for further schooling	1	2	( ) 61
3.	Failure to find out in time about admission requirements, cost of attending, availability of a school in area, etc	1	2	( ) 62
4.	Poor high school grades or poor scores on college admission tests	1	2	( ) 63
5.	Lack of high school credits required for college entrance	1	2	( ) 64
6.	Applied at one or more schools, but was not accepted	1	2	( ) 65
7.	Lack of a school within commuting distance of my home	1	2	( ) 66
8.	Discouraged from continuing by teachers or counselor	1	2	( ) 67
9.	Discouraged from continuing by my parents	1	2	( ) 68
10.	Discouraged from continuing by my husband	1	2	( ) 69
11.	My future plans do not require more schooling	1	2	( ) 70
12.	Want to take a break, may attend school later	1	2	( ) 71
13.	I am married	1	2	( ) 72
14.	School is not for me, I don't like it	1	2	( ) 73
15.	I have a baby to take care of	1	2	( ) 74
16.	Other: please specify ________________________ ________________________		2	( ) 75

Card Eight

9. Please choose the three most important reasons for not continuing your education and rank them in order of their importance.

1. ( ), 2. ( ), 3. ( )

( ) 11
( ) 12
( ) 13
( ) 14
( ) 15
( ) 16

J. Your High School Experiences

1. Which of the following best describes your high school program? (Choose one) ( ) 17

   1. General
   2. Academic or college preparatory

   Vocational or technical:
   3. Agriculture occupations
   4. Business or office occupations
   5. Distributive education
   6. Health occupations
   7. Home economics occupations
   8. Trade or industrial occupations

2. How do you feel about each of the following statements? (USE CUE 21J)

(Choose one for each item)	Disagree strongly	Disagree	Agree	Agree strongly	No opinion	
1. I take a positive attitude toward myself	1	2	3	4	5	( )18
2. Good luck is more important than hard work for success	1	2	3	4	5	( )19
3. A person should live as much for the future as for the present	1	2	3	4	5	( )20
4. I feel I am a person of worth, on an equal plane with others	1	2	3	4	5	( )21
5. I am able to do things as well as most other people	1	2	3	4	5	( )22
6. The more education a person has, the better able he/she is to really enjoy life	1	2	3	4	5	( )23
7. Every time I try to get ahead, something or somebody stops me	1	2	3	4	5	( )24
8. In business and industry a person without a college education can get ahead just as rapidly as a person with a college education	1	2	3	4	5	( )25
9. Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5	( )26
10. People who accept their condition in life are happier than those who try to change things	1	2	3	4	5	( )27
11. On the whole, I'm satisfied with myself	1	2	3	4	5	( )28

3. How important was each of the following in influencing your choice of your high school program? (Choose one number on each line) (USE CUE SHEET 22J)

	Not Important	Somewhat Important	Very Important	
1. Your father	1	2	3	( ) 29
2. Your mother	1	2	3	( ) 30
3. An older brother or sister	1	2	3	( ) 31
4. A relative other than your parents or brothers or sisters	1	2	3	( ) 32
5. A guidance counselor	1	2	3	( ) 33
6. A teacher other than a counselor	1	2	3	( ) 34
7. The principal or assistant principal	1	2	3	( ) 35
8. Clergyman (minister,priest,rabbi,etc.)	1	2	3	( ) 36
9. An adult not mentioned above	1	2	3	( ) 37
10. Friends your own age	1	2	3	( ) 38
11. Yourself	1	2	3	( ) 39
12. I had no choice; it was the only program available at my school	1	2	3	( ) 40
13. I had no choice; I was assigned to it	1	2	3	( ) 41
14. Other Very Important: specify________ ______________________________			3	( ) 42

4. Which of the following best describes your grades in high school? ( )43

1. Mostly A (a numerical average of 90-100)
2. About half A and half B (85-89)
3. Mostly B (80-84)
4. About half B and half C (75-79)
5. Mostly C (70-74)
6. About half C and half D (65-69)
7. Mostly D (60-64)
8. Mostly below D (below 60)

5. Had you ever heard of or participated in any of the following high school education programs while you were in high school? (Choose one number for each item)

	Never heard of program	Heard of but have not participated	Participated in this program	
1. Cooperative Vocational Education Program (Co-op Program)	1	2	3	( )44
2. High School Vocational Education Work-Study Program	1	2	3	( )45
3. Neighborhood Youth Corps	1	2	3	( )46
4. Talent Search	1	2	3	( )47
5. Upward Bound	1	2	3	( )48

6. Approximately what was the average amount of time you spent on homework a week? (include study hall time) ( ) 49

1. No homework was ever assigned.
2. I had homework but didn't do it.
3. Less than 5 hours a week.
4. Between 5 and 10 hours a week.
5. More than 10 hours a week.

7. On the average, in your senior year in high school, how many hours per week did you work in a paid or unpaid job? (Exclude vacations) ( ) 50

0. None
1. Less than 6 hours
2. 6 to 10 hours
3. 11 to 15 hours
4. 16 to 20 hours
5. 21 to 25 hours
6. 26 to 30 hours
7. More than 30 hours

8. Do any of the following statements describe the work you did? (Choose one number for each item)

	Yes	No	Didn't work	
1. My job was related to my studies	1	2	0	( ) 51
2. My job led to work I'd like to do in the future	1	2	0	( ) 52
3. I worked mostly on weekends	1	2	0	( ) 53
4. I worked mostly during the week	1	2	0	( ) 54
5. I worked about the same on week days and weekends	1	2	0	( ) 55

9. Would you have enrolled in a vocational (job training) program if one that interested you had been offered in your high school? ( ) 56

1. I was enrolled in a vocational (job training) program in high school.
2. Yes, I would have enrolled in such a program.
3. No, I would not have enrolled in such a program.
4. Maybe, I can't say definitely.

10. Did you participate in interscholastic athletics in high school? ( ) 57

1. Yes, was very active.
2. Yes, but not very much.
3. No

11. Compared to most students in your high school, how would you evaluate your leadership activities? ( )58

    1. Less than average
    2. About average
    3. Greater than average

12. How often did you date during your senior year in high school? ( )59

    1. Never
    2. Less than once a month
    3. About once a month
    4. Once every 2 or 3 weeks
    5. About once a week
    6. About twice a week
    7. About three or four times a week
    8. More than four times a week

13. If you could have been remembered at high school for one of the following things which would it have been? ( )60

    1. Good student
    2. Good athlete
    3. Leader in activities
    4. Popular

14. How bright or intelligent did you think you were in comparison with the other senior students in your high school? ( )61

    1. Among the brightest
    2. Above Average
    3. Average
    4. Below Average
    5. Among the lowest

15. When did you start thinking seriously about what you would do when you would graduate from high school? (Indicate this by grade in school.) ( )62

    1. Before the seventh grade
    2. In the seventh, eighth, ninth grade
    3. In the tenth grade
    4. In the eleventh grade
    5. In the twelfth grade
    6. I started thinking about it after high school.
    7. I haven't yet.

16. Did you participate in any of the following while you were in high school? (USE CUE SHEET 23J)

	No	Yes once or twice	Yes several times	
1. Formal presentations or special programs in a class in which information about occupations or educational opportunities was given	1	2	3	( )63
2. Discussion in class about jobs related to the subject you were studying	1	2	3	( )64
3. Took a course in school that studied several different types of jobs	1	2	3	( )65
4. Visited a technical college, trade or business school	1	2	3	( )66
5. Visited a four year college or university	1	2	3	( )67
6. Visited or took a tour through an industry, business, hospital, or office to observe what the various jobs were like	1	2	3	( )68
7. Attended a "job fair" or "career day" where workers or employers talked about jobs	1	2	3	( )69
8. Got information through T.V. programs or commercials about jobs you would like as a career	1	2	3	( )70
9. Wrote for materials describing educational programs of a business or trade school or technical college	1	2	3	( )71
10. Wrote for materials describing educational programs of a 4-year college or university	1	2	3	( )72
11. Wrote for materials describing jobs	1	2	3	( )73
12. Talked with workers in jobs about how they came to be in their jobs or what their jobs were like	1	2	3	( )74
13. Talked with students in a business, trade, technical or vocational school about their schooling	1	2	3	( )75
14. Talked with students in a 4-year college or university about their school	1	2	3	( )76
15. Watched films about jobs or careers	1	2	3	( )77
16. Used school files of job descriptions, pamphlets, or books on jobs	1	2	3	( )78
17. Talked with a college official or teacher about going to his college or university	1	2	3	( )79

Card Nine

17. Of the above activities in Q 17, there may be some which you would consider helpful in securing information which was influential in helping you decide specifically what you were going to do after high school. Of the activities which secured influential information, please choose the top three and rank them in order of importance.

1. = ( ), 2. = ( ), 3. = ( )

( )11
( )12
( )13
( )14
( )15
( )16

18. How important would you say each of the following should be as a purpose of high school education? (Choose one number for each item.)
(USE CUE SHEET 24Ja)

	Not Important	Somewhat Important	Very Important	
1. Provide vocational training	1	2	3	( )17
2. Provide training which would give a person the ability to participate effectively as a citizen in the democratic political process	1	2	3	( )18
3. Develop the ability to get along with many kinds of people	1	2	3	( )19
4. Provide a general education and appreciation of ideas	1	2	3	( )20
5. Prepare youth for college and university	1	2	3	( )21
6. Develop knowledge of and interest in community and world problems	1	2	3	( )22
7. Develop moral judgement, ethical standards and values	1	2	3	( )23
8. Prepare youth for a happy marriage and family life	1	2	3	( )24
9. Help the individual's personal growth and self understanding	1	2	3	( )25
10. Train youth how to function effectively as part of a bureaucratic organization	1	2	3	( )26

19. Please rank the foregoing purposes of a high school education which you chose as Very Important in the order of their importance. (Choose the top three and rank them in order.)

1. ( ), 2. ( ), 3. ( )

( )27
( )28
( )29
( )30
( )31
( )32

20. In your senior year in high school, how important did you think each of the following would be in your future life? (Choose one number for each item) (USE CUE SHEET 24Jb)

	Not Important	Somewhat Important	Very Important	
1. Being successful in my line of work	1	2	3	( )33
2. Finding the right person to marry and having a happy family life	1	2	3	( )34
3. Having lots of money	1	2	3	( )35
4. Having strong friendships	1	2	3	( )36
5. Being able to find steady work	1	2	3	( )37
6. Being a leader in my community	1	2	3	( )38
7. Being able to give my children better opportunities than I've had	1	2	3	( )39
8. Living close to parents and relatives	1	2	3	( )40
9. Getting away from this area of the country	1	2	3	( )41
10. Working to correct social and economic inequalities	1	2	3	( )42

21. At the end of your senior year in high school, what did you think of the opportunities for employment in your community in the kind of occupation you are interested in? ( )43

    1. Very poor
    2. Poor
    3. Fair
    4. Good
    5. Very good

22. At the end of your senior year in high school, what did you think of the opportunities for employment in the State of Nebraska in the kind of occupation you are interested in? ( )44

    1. Very poor
    2. Poor
    3. Fair
    4. Good
    5. Very good

23. At the end of your senior year in high school, what did you think of the opportunities for employment in the nation in the kind of occupation you are interested in? ( )45

    1. Very poor
    2. Poor
    3. Fair
    4. Good
    5. Very good

24. At the end of you senior year in high school, how did you feel in general about occupational opportunities for young people just out of high school in the community or area in which you lived while going to high school? ( )46

    1. Very poor
    2. Poor
    3. Fair
    4. Good
    5. Very good

25. At the end of your senior year, how did you feel generally about occupational opportunities for young people just out of high school in Nebraska and in the nation?

    1. Very poor
    2. Poor
    3. Fair
    4. Good
    5. Very good

Nebraska ( )47

Nation ( )48

K. Significant Others

1. While in high school, did you feel that you could usually get to see a guidance counselor when you wanted to or needed to?

   1. Yes ( )49
   2. No, but my school does have a guidance counselor
   3. No, my school does not have a guidance counselor
   4. I have never needed to see a guidance counselor

2. Did your guidance counselor usually have the information you felt you needed?

   1. Yes
   2. No, but my school does have a guidance counselor ( )50
   3. No, my school does not have a guidance counselor
   4. I have never needed to see a guidance counselor

3. How often did you discuss your occupational or educational plans for after high school with the following people? (Choose one number on each line) (USE CUE 25K)

	Never	Seldom	Often	
1. Your father	1	2	3	( )51
2. Your mother	1	2	3	( )52
3. Older brother or sister	1	2	3	( )53
4. Same age or younger brother or sister	1	2	3	( )54
5. A relative other than your parents or brothers and sisters	1	2	3	( )55
6. A guidance counselor	1	2	3	( )56
7. A teacher other than a guidance counselor	1	2	3	( )57
8. The principal or assistant principal	1	2	3	( )58
9. Clergyman (minister, priest, rabbi, etc.)	1	2	3	( )59
10. State employment service officer	1	2	3	( )60
11. An adult not mentioned above	1	2	3	( )61
12. Friends your own age	1	2	3	( )62
13. Others not mentioned above (specify)	1	2	3	( )63

4. How much did each of the following persons influence your plans for after high school? (Choose one number on each line)

(USE CUE SHEET 26K)

	Not at all	Somewhat	A great deal	
1. Your father	1	2	3	( ) 64
2. Your mother	1	2	3	( ) 65
3. Older brother or sister	1	2	3	( ) 66
4. Same age or younger brother or sister	1	2	3	( ) 67
5. A relative other than your parents or brothers and sisters	1	2	3	( ) 68
6. A guidance counselor	1	2	3	( ) 69
7. A teacher other than a guidance counselor	1	2	3	( ) 70
8. The principal or assistant principal	1	2	3	( ) 71
9. Clergyman (minister, priest, rabbi, etc.)	1	2	3	( ) 72
10. State employment service officer	1	2	3	( ) 73
11. An adult not mentioned above	1	2	3	( ) 74
12. Friends your own age	1	2	3	( ) 75
13. Yourself	1	2	3	( ) 76
14. Others not mentioned above (specify)	1	2	3	( ) 77

5. Please rank those you have chosen influencing your plans A GREAT DEAL in the order of their influence (Example: 1 = (5), 2 = (8), etc.)

1. ( ), 2. ( ), 3. ( )

Card Ten
( ) 11
( ) 12
( ) 13
( ) 14

6. Did the following types of people ever initiate talks with you about your occupational or educational plans for after college. Guidance counselor; principal or assistant principal; teachers.

( ) 15
( ) 16

1. Yes
2. No

Guidance counselor	( ) 17
Principal or Assistant	( ) 18
Teachers	( ) 19

7. How many times would you say you talked in your senior year about occupations or education after high school to a guidance counselor, principal or assistant principal, teachers.

1. Never
2. Once
3. Two or three times
4. Four or five times
5. Six or more times
6. We had no guidance counselor

Guidance counselor	( ) 20
Principal or Assistant	( ) 21
Teachers	( ) 22

8. (IF YOU EVER TALKED WITH YOUR GUIDANCE COUNSELOR)
Did your counselors ever try to influence your plans for after high school? In what direction did they try to influence you? (Choose one number on each line) (USE CUE SHEET 27K)

		Discouraged me	Didn't try to influence me	Encouraged		
1.	To go to university	1	2	3	( )	23
2.	To go to college	1	2	3	( )	24
3.	To take an academic program in a community technical college or a 3 year diploma school of nursing	1	2	3	( )	25
4.	To go to vocational, technical, business, or trade school	1	2	3	( )	26
5.	To enter an apprenticeship or on-the-job training program	1	2	3	( )	27
6.	To enter the military service	1	2	3	( )	28
7.	To get a job immediately after high school	1	2	3	( )	29
8.	Find a spouse and get married and let him support you	1	2	3	( )	30
9.	Other, please specify	1	2	3	( )	31

9. (IF YOU EVER TALKED WITH YOUR PRINCIPAL OR ASSISTANT PRINCIPAL)
When you talked with your principal or assistant principal, what did they usually suggest or encourage you to do? (Choose one.)
(USE CUE SHEET 28K) ( ) 32
( ) 33

1. Go to a university
2. Go on to a four year college
3. To take an academic program in a community technical college
4. Go on to some form of college or university
5. Go to vocational, technical, business or trade school
6. Enter an apprenticeship or on-the-job training program
7. Go into the military service
8. Get a job after you get out of high school
9. Find a spouse and get married and let them support you
10. Other

10. Over all, how much help with occupational planning did your high school (teacher, counselors, principal, librarian, etc.) give you?

( ) 34

1. None
2. A little
3. Some
4. A lot

11. How many people (with the exception of parents or brothers and sisters) do you consider to have been really close friends in high school in the sense that you could confide in them, feel that they really understood you and your problems and that you could depend on them in a crisis? How many total friends do you have, including close ones?

0.	0		
1.	1 or 2	Close Friends	( ) 35
2.	3 or 4		
3.	5 or 6	Total Friends	( ) 36
4.	7 to 9		
5.	10 to 15		
6.	16 to 30		
7.	31 or more		

12. What have most of your close friends of your same age been doing since graduation from high school? What have most of your total friends been doing since high school graduation (include close friends)?

1.	Have jobs	Close Friends	( ) 37
2.	In school or college		
3.	In military	Total Friends	( ) 38
4.	Full time homemakers		
5.	I don't know		
6.	Other		

13. FRIENDS (TO IDENTIFY FOUR PERSONS WHOM THE RESPONDENT SELECTS AS MOST IMPORTANT IN HIS LIFE, BIOGRAPHICAL CHARACTERISTICS, ROLE RELATIONSHIPS, AND THE RESPONDENT'S PERCEPTION OF THE OTHER'S ATTITUDES TOWARD THE IMPORTANCE OF EDUCATION.)

Next, I'd like to talk about friends. I don't need to know their names or who they are. I will give you a sheet of paper which you may keep when we are through. (Hand R Sheet)

Would you list the initials or first name of the four friends who were most important in your life when you were a senior in high school? Relatives may be included, but not members of your immediate family; mother, father, brother, sister, etc.. You may know some better than others but they should be four friends who were most important to you. They do not have to be students in your high school at the time. As much as possible list them in order of closeness. Number the one to four.

Do you have 4 listed?
(Code with the number listed) (GIVE R A COPY OF THE FRIENDS CUE SHEET)
Look over this list of characteristics. Tell me by number how each of the four fits the characteristics

As you read each characteristic place an one (1) in the parenthesis beneath the number that applies to each friend if the friend has that characteristic unless there are special coding instructions with the question (Q. 3, 9, 10, 11, 31)

Friends Question and Code Sheet

As you read each characteristic place an one (1) in the parenthesis beneath the number that applies to each friend if the friend has that characteristic unless there are special coding instructions with the question (Q. 3, 9, 10, 11, 31) (USE CUE SHEET 29K)

	1	2	3	4
1. Lived in the community (area) in which you lived.	( )39	( )72	( )35	( )68
2. Was a relative	( )40	( )73	( )36	( )69
3. How often did you see or talk to				
a. less than once a week but more than once a month (CODE 1)	( )41	( )74	( )37	( )70
b. about once or twice a week (CODE 2)				
c. most every day (CODE 3)				
4. Belonged to an organization you belonged to	( )42	( )75	( )38	( )71
5. Was member of the same church or religious organization	( )43	( )76	( )39	( )72
6. Did you tend to agree with on most issues	( )44	( )77	( )40	( )73
7. Tended to be interested in almost exactly the same things you are	( )45	( )78	( )41	( )74
8. Had you know less than 3 years	( )46	( )79	( )42	( )75
9. Sex				
a. male (CODE 1)	( )47	( )80	( )43	( )76
b. female (CODE 2)				
10. Amount of formal education				
a. about same as yourself (CODE 1)	( )48	Card Eleven ( )11	( )44	( )77
b. more than yourself (CODE 2)	( )49	( )12	( )45	( )78
11. Age				
a. younger than you (CODE 1)	( )50	( )13	( )46	( )79
b. about the same age (CODE 2)				
c. older than you (CODE 3)				
12. Seemed to feel that you should get more education beyond high school	( )51	( )14	( )47	( )80
13. Was connected with you where you worked as a boss or superior	( )52	( )15	( )48	Card Twelve ( )11
14. Was co-worker	( )53	( )16	( )49	( )12

Friends cont.

		1	2	3	4
15.	Seemed to feel that education is very important	( )54	( )17	( )50	( )13
16.	Belonged to a team to which you also belonged	( )55	( )18	( )51	( )14
17.	Your parents approved your friendship	( )56	( )19	( )52	( )15
18.	You felt free to talk about anything with	( )57	( )20	( )53	( )16
19.	You could ask favors freely of	( )58	( )21	( )54	( )17
20.	Is now continuing education after high school	( )59	( )22	( )55	( )18
21.	Is now working full-time	( )60	( )23	( )56	( )19
22.	Directly influenced you decision whether to work full time immediately after high school.	( )61	( )24	( )57	( )20
23.	Was considered active in social life	( )62	( )25	( )58	( )21
24.	Was leader in organizations and organizing formal activities	( )63	( )26	( )59	( )22
25.	Was active in many school activities other than sports	( )64	( )27	( )60	( )23
26.	Made trouble for teachers or school officials	( )65	( )28	( )61	( )24
27.	Tried hard to make good graces	( )66	( )29	( )62	( )25
28.	Was senior in your school also	( )67	( )30	( )63	( )26
29.	Intended to go to college	( )68	( )31	( )64	( )27
30.	Was in INTERSCHOLASTIC (varsity or junior varsity) ATHLETICS	( )69	( )32	( )65	( )28
31.	Interest in high school a. was really interested in school (CODE 1) b. disliked school (CODE 2)	( )70	( )33	( )66	( )29
32.	Dropped out of high school	( )71	( )34	( )67	( )30

SCORING BOX FOR HIGH SCHOOL AGE VOLUNTARY ORGANIZATIONS

ORGANIZATION CATEGORY	NAME OF ORGANIZATION	K. ED. ENC.
( )( ) 31,32	______	( )13
( )( ) 33,34	______	( )14
( )( ) 35,36	______	( )15
( )( ) 37,38	______	( )16
( )( ) 39,40	______	( )17
( )( ) 41,42	______	( )18
( )( ) 43,44	______	( )19
( )( ) 45,46	______	( )20
( )( ) 47,48	______	( )21
( )( ) 49,50	______	( )22
( )( ) 51,52	______	( )23
( )( ) 53,54	______	( )24
( )( ) 55,56	______	( )25
( )( ) 57,58	______	( )26
( )( ) 59,60	______	( )27
( )( ) 61,62	______	( )28
( )( ) 63,64	______	( )29
( )( ) 65,66	______	( )30
( )( ) 67,68	______	( )31
( )( ) 69,70	______	( )32

INTRODUCTION TO VOLUNTARY ORGANIZATIONS

Did you belong to any school or out of school organizations and activities when you were in high school similiar to the ones on this list?

(HAND R THE HIGH SCHOOL AGE VOLUNTARY ORGANIZATION CUE SHEET 30L)

I'd like for you to tell me about the organizations or activities to which you belonged while in your sophomore, junior or senior years and what category on the Cue Sheet they belong in. (THIS IS QUESTION 'A' ON THE QUESTION SHEET)

(LIST THE ORGANIZATIONS AND ACTIVITY ON THE SCORING BOX AND CODE THE CATEGORY BY NUMBER BEFORE EACH ORGANIZATION NAME GIVEN BY R)

(AFTER LISTING IS COMPLETED)

Now I'd like to ask you a number of questions about your organizational participation in high school. Having the list of your organizations will be useful for answerihg these questions.

(ASK QUESTIONS B and E through K ON THE QUESTION SHEET.)

B. IN SCHOOL ORG. TOTAL ( )
C. OUT OF SCHOOL ORG. TOTAL ( )
D. ALL ORGANIZATIONS TOTAL ( )

E ( )71
F ( )72
G ( )73
H ( )74
I ( )75
J ( )76

K %
1 ( )77
( )78
2 ( )79
( )80
Card Thirteen
3 ( )11
( )12

1. QUESTIONS ABOUT HIGH SCHOOL AGE VOLUNTARY ORGANIZATIONS

A. List the Voluntary Organizations and activities you belonged to in high school, using the High School Voluntary Organizations Cue Sheet. Please tell the number of the category on the Cue Sheet which the organization is in. (INTERVIEWER LIST THESE AND CODE THE CATEGORIES ON THE SCORING BOX)

B. Please tell which organizations or activities you got some academic credit for. (INTERVIEWER GIVE CREDIT AN (X) BY ORGANIZATION ON SCORING BOX)

(INTERVIEWER ADD AND RECORD THE TOTAL IN SCHOOL VOLUNTARY ORGANIZATIONS THERE ARE.)

C. (INTERVIEWER ADD AND RECORD NUMBER OF OUT OF SCHOOL VOLUNTARY ORGANIZATIONS.)

D. (INTERVIEWER ADD AND RECORD TOTAL NUMBER OF VOLUNTARY ORGANIZATIONS LISTED.)

E. On the average how often did your organizations meet?

1. Less than once a month
2. Monthly
3. Twice a month
4. Weekly
5. Twice a week or more

F. On the average, how often did you attend meetings of your organizations?

1. Seldom (less than 20% of time)
2. Occasionally (20 to 40% of time)
3. About half time (40 to 60%)
4. Often (60 to 80% of time)
5. Almost always (80 to 100% of time)

G. About how many hours on the average did you spend on all of your organizations in a typical week? (include meetings and preparations, etc.)

1. 3 hours or less
2. 4-6 hours
3. 7-12 hours
4. 13-19 hours
5. 20 or more hours

H. In how many of the organizations to which you belonged were you ever an officer, committee member, and the like.

1. None
2. Less than 20%
3. 20 to 40%
4. 40 to 60%
5. 60 to 80%
6. 80 to 100%

I. In how many of the organizations to which you belonged were your close friends also members?

1. None
2. Less than 20%
3. 20 to 40%
4. 40 to 60%
5. 60 to 80%
6. 80 to 100%

J. In how many of the organizations to which you belonged were your total friends also members? (Include close friends, but don't include people you are just friendly toward.)

1. None
2. Less than 20%
3. 20 to 40%
4. 40 to 60%
5. 60 to 80%
6. 80 to 100%

K. Of the organizations to which you belong, how many are there of which it could be said, "they encouraged their members to continue education after high school," or "they discouraged their members from continuing education after high school?" (CODE EACH ORGANIZATION ON LIST)

1. Discouraged
2. Showed no preference
3. Encouraged

(FIGURE % AND CODE AT "K%",1, 2, 3)
(% CODE TOTAL SHOULD EQUAL 100%)

2. What grade were you in when you first joined a voluntary organization?

( )33
( )34

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
After High School 13

3. If you first joined while in grade school, were you a member of a children's organization like Cub Scouts, Campfire Girls, 4-H? ( )35

1. Yes
2. No

4. (IF YES) can you name the organization(s)? (CODE EARLIEST TWO)

[ ]36

____ [ ]37

____ [ ]38

____ [ ]39

(If you held membership in more than one organization while in grade school, answer the next two questions for the one organization in which you were most active.)

5. Did you attend the meetings of this organization?

1. Seldom ( ) 40
2. About 1/4 time
3. 1/4 to 1/2 time
4. 1/2 time
5. 1/2 to 3/4 time
6. Almost always

6. How long were you a member of this organization?

1. Less than 1/2 year ( ) 41
2. At least 1/2 year
3. At least 1 year
4. At least 2 years
5. At least 3 years

7. How many voluntary organizations do you belong to now, since you've graduated from high school? (Include both old and new ones)

( ) 42

( ) (CODE THE NUMBER) ( ) 43

7. Do you know of any clubs or organization to which your father belongs or did belong? ( ) 44

1. Yes
2. No
3. NA

(IF YES) To how many does he or did he belong?

(CODE NUMBER) ____ If 8 or more code (8). ( ) 45

Do you remember the names of some of them?
(ASK R TO LIST FATHER'S VOLUNTARY ORGANIZATIONS - USE ADULT VOLUNTARY ORGANIZATION CUE SHEET) (USE ONLY TO AID RECALL AND TO SECURE THE NUMBER OF ORGANIZATIONS FATHER BELONGS TO) (CUE 31L)

____

____

____

8. Do you know whether he holds or held an office, like president, or secretary, or committee chairman, in any organization? ( ) 46

1. Yes, Held office
2. No, held no office
3. Do not remember
4. NA

9. Generally speaking, how active would you say that your father is or was in local community affairs? ( ) 47

1. Not active
2. Somewhat active
3. Very active
4. NA

10. Which of the following would you say is the most correct statement as it applies to you? ( ) 48

1. My father encouraged me and supported me in joining voluntary organizations.
2. My father encouraged and supported me in joining some specific organizations and not others.
3. My father disapproved and did not support my joining voluntary organizations.
4. My father was little concerned about whether I belonged to an organization or not.

11. Do you know of any clubs or voluntary organizations to which your mother belongs or did belong? ( ) 49

1. Yes
2. No
3. NA

(IF YES) To how many does she or did she belong? ( ) 50

(CODE NUMBER) ____ If 8 or more code (8).

Do you remember the names of some of them?
(ASK R TO LIST MOTHER'S VOLUNTARY ORGANIZATIONS - USE ADULT VOLUNTARY ORGANIZATION CUE SHEET) (USE ONLY TO AID RECALL AND TO SECURE THE NUMBER OF ORGANIZATIONS MOTHER BELONGS TO) (CUE 31C)

____

____

____

12. Do you know whether she hold or held an office, like president or secretary or committee chairman, in any organization? ( ) 51

1. Yes, held office
2. No, held no office
3. Do not remember

13. Generally speaking, how active would you say that your mother is or was in local community affairs? ( ) 52

1. Not active
2. Somewhat active
3. Very active
4. NA

14. Which of the following would you say is the most correct statement about your mother's attitude and action about your joining voluntary organizations? ( ) 53

1. My mother encouraged and supported me in joining voluntary organizations.
2. My mother encouraged and supported me in joining some specific organizations and not others.
3. My mother disapproved and did not support my joining voluntary organizations.
4. My mother was little concerned about whether I belonged to an organization or not.

15. What religion or Christian church were you brought up in?

1. None ( ) 54
2. Jewish
3. Other non-Christian (Please specify)

____

4. Roman Catholic
5. Other non-Protestant (Please specify)

____

6. Protestant (Please specify sect or denomination) [ ] 55
(MAKE CERTAIN THAT YOU SECURE THE FULL NAME OF THE SPECIFIC DENOMINATION EXAMPLE: NOT JUST BAPTIST, BUT AMERICAN BAPTIST, SOUTHERN BAPTIST) [ ] 56

____

16. What religion or Christian Church were you a member when you were a senior in high school?

1. None ( ) 57
2. Jewish
3. Other non-Christian (Please specify)

____

4. Roman Catholic
5. Other non-Protestant (Please specify)

____

6. Protestant (Please specify sect or demonination) [ ] 58
(MAKE CERTAIN THAT YOU SECURE THE FULL NAME OF THE SPECIFIC DENOMINATION. EXAMPLE: MISSOURI SYNOD LUTHERAN, LUTHERAN CHURCH IN AMERICA) [ ] 59

____

17-25 (QUESTIONS FOR CHURCH MEMBER)

17. On the average during your high school years, how often would you say that you participated in the activities of the church where you were a member? (include worship, church school, youth groups, choir, softball team, special meetings, etc.)

0. Not applicable ( ) 60
1. Never
2. Seldom
3. Several times a year
4. About once a month
5. Two or three times a month
6. Once a week
7. More than once a week

18. With regard to your participation in church activities throughout high school, what changes in the degree of participation were there from the first year of high school to the last?

( )61

1. My participation declined a great amount.
2. My participation declined somewhat.
3. My participation stayed about the same throughout.
4. My participation increased somewhat.
5. My participation increased a great amount.

19. About how many hours did you spend on church in a typical month? (include preparation and all activities)

( )62

1. 3 hours or less
2. 4-6 hours
3. 7-12 hours
4. 13-19 hours
5. 20 hours or more
0. NA

20. Were you ever an officer, committee member, teacher, or official of the church or of a church related organization?

( )63

1. Yes
2. No
3. NA

21. On the average, how often would you say that you participated in worship services of your church while you were in high school?

( )64

1. Never
2. Seldom
3. Several times a year
4. About once a month
5. Two or three times a month
6. Once a week
7. More than once a week
8. NA

22. Were any of your close friends a member of this church?
No = 0 (IF YES) How many?
(Enter number of friends in the organization)

( )65
( )66

23. Did you have the impression that the church you belonged to encouraged, discouraged or or exhibits no preference regarding members continuing education in some form after high school?

( )67

1. Discouraged
2. No preference
3. Encouraged
0. NA

24. Was your church an influence in your decision whether to continue your education immediately after high school or to get a job?

( ) 68

1. Yes, it influenced me to continue my education
2. Yes, it influenced me to get a job
3. No influence
0. NA

25. What is the main purpose of the church you belonged to? As far as the organization's goals were concerned what should be the main result from a persons taking part?

( ) 69

1. Increase own knowledge or ability.
2. Enjoy companionship.
3. Mutual aid within the organization.
4. Service to others outside the organization.
5. Accomplishment of change or maintenance of something of value in community.
6. Combination of 1 or 2 or 3 as primary, with 4 or 5 as secondary
7. Combination of 4 or 5 as primary, with 1 or 2 or 3 as secondary

M. FAMILY

1. With whom did you make your regular home during high school?

    1. My own parents ( ) 70
    2. A parent and a step parent
    3. One parent only
    4. My Grandparents
    5. An uncle or aunt
    6. Other (specify) ________________

2-3. The next two questions are about your parents hopes for you on the one hand and what they actually expected you would achieve in school. It is important to differentiate between what they wanted for you and what they actually expected.

2. How much schooling did your parents want you to get? (FIRST, FATHER; THEN, MOTHER)

(DON'T READ THESE CHOICES - USE CATEGORIES FOR CODING)
USE FUTURE SCHOOLING CUE SHEET 32M)

Father ( )71
( )72

Mother ( )73
( )74

1. Did not really care whether I quit school or not.
2. Wanted me to quit after the compulsory attendance age and get a job.
3. Quit high school before graduating.
4. Graduate from high school and stop there.
5. Graduate from high school but did not care what education I got after that as long as what I did was beneficial for me.
6. Graduate from high school and then go to a vocational, technical, trade or business school.
7. Enter the academic program in a two year or junior college or community college.
8. Go to a four-year college or university
9. Go to a graduate or professional school after graduating from a four-year college or university.
10. I don't know
11. Other, please specify ____

____

3. As far as you know, how much schooling did your parents expect you to get? (FIRST, FATHER - THEN MOTHER)
(DON'T READ THESE CHOICES - USE CATEGORIES FOR CODING)
(USE CUE SHEET 32M - CHANGE 'like' to 'expect')

Father ( ) 75
( ) 76

Mother ( ) 77
( ) 78

1. Did not really care whether I quit school or not.
2. Wanted me to quit after the compulsory attendance age and get a job.
3. Quit high school before graduating.
4. To graduate from high school and stop there.
5. To graduate from high school but did not care what education I got after that as long as what I did was beneficial for me.
6. Graduate from high school and then go to a vocational, technical, trade or business school.
7. Enter the academic program in a two year or junior college or community college.
8. Go to a four-year college or university.
9. Go to a graduate or professional school after graduating from a four-year college or university.
10. I don't know
11. Other, please specify ______________________________
____

4. During the last few years or so, how much have your Parents stressed your continuing your education beyond high school, that is, to go to a trade or business school, to college, etc.?
(FIRST, FATHER - THEN, MOTHER)

Father ( ) 79

Mother ( ) 80

1. Yes, he stressed it a lot
2. Yes, he stressed it somewhat
3. Yes, but he seldom mentioned it.
4. He didn't say one way or the other.
5. No, he preferred that you would not go beyond high school, but rather get a job.

5. During your senior year, how often did you actually talk with your Parents about whether or not to continue your education beyond high school? (FIRST, FATHER - THEN, MOTHER) Circle one in each column

Card Fourteen

Father ( ) 11

Mother ( ) 12

1. Several times a week.
2. About once a week.
3. Several times a month.
4. About once a month.
5. Several times that school year.
6. Once or twice that school year.
7. Not even once your senior year.

6. Did your parents ever seem to have college plans for you?

1. Yes (IF YES, GO TO Q 7, 8, 9)
2. No (IF NO, GO TO Q 10, SKIP Q 7, 8, 9)
3. Don't know (IF NO, GO TO Q 10, SKIP Q 7, 8, 9)

7. (IF YES TO Q 6) At what age were you first aware of this? ( )14 ( )15

(___) (CODE AGE)

8. (IF YES TO Q 6) What did they seem to do financially to prepare for your continued education? [ ]16 [ ]17 [ ]18 [ ]19

VERBATIM: ____

____

____

9. (IF YES TO Q 6) In what other ways, if any, did they seem to prepare you to reach higher educational goals? (e.g., acquaint you with colleges, tell you about what people learn in colleges, etc.) [ ]20 [ ]21 [ ]22 [ ]23

VERBATIM: ____

____

____

10. Would you say that in your home it was taken for granted that you would continue your education after you got out of high school? ( )24

1. Yes.
2. No
3. Do not know.

11. Would you say that in your home it was taken for granted that you would go to work after high school and not get any further education? ( )25

1. Yes
2. No
3. Do not know

12. As you think back to when you were in high school, did your parents seem to have any ideas about the kind of work they wanted you to do when you grew up? ( )26

1. Yes
2. No (IF NO, SKIP Q 13, GO TO Q 14)
3. Do not know

( )27
( )28

13. (IF YES TO Q 13) What did they want you to do; what kind of job?
(CODE USING OCCUPATIONAL CATEGORIES CUE SHEET 3) [ ]29
(SECURE NAME OR DESCRIPTION OF JOB OR OTHER DESIRES PERCEIVED) [ ]30

VERBATIM: ____________________ [ ]31

____

____

____

14. How important was education to your parents in achieving these goals? (SPECIFICALLY REFERS TO WORK GOALS IN Q 12) ( )32

1. Very unimportant
2. Somewhat unimportant
3. Neither important or unimportant
4. Somewhat important
5. Very important
6. Don't know

15. What was the highest educational level your father and mother have completed? If you are not sure, please give your best guess. (CODE USING EDUCATION CODE SHEET)

Father ( )33
( )34

Mother ( )35
( )36

16. How satisfied would you say the following people are with your father's education? Your father, your mother, yourself.

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion or feeling one way or the other
4. Fairly satisfied
5. Completely satisfied

Father ( )37
( )38

Mother ( )39
( )40

Yourself ( )41
( )42

17. How satisfied would you say the following people are with your mother's education? Your mother, your father, yourself.

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion or feeling one way or the other
4. Fairly satisfied
5. Completely satisfied

Mother ( )43
( )44

Father ( )45
( )46

Yourself ( )47
( )48

18. Do you have any brothers or sisters? ( )49

1. Yes (IF YES, GO TO Q 20)
2. No (IF NO, GO TO Q 25, SKIP Q 20,21)

19. How many older brothers and sisters do you have? ( )50

Brothers ( ) Sisters ( )
TOTAL ( ) (CODE 8 IF 8 OR MORE)

20. How many older brothers and sisters have gone or are going to some post-secondary school or college. ( )51

( ) NUMBER

21. As of May 31, 1974, how many of your parent's children, include yourself, were dependent on your parents or guardian for financial support? ( )52

(CODE THE ACTUAL NUMBER OF DEPENDENT CHILDREN) ( )53

22. As of May 31, 1973, how many other persons were dependent on your parents or guardian for financial support? ( )54

23. How many of your parent's children, include yourself, were some post-secondary business or trade school or some college or university this past fall of 1973 ( )55

0. None
1. One
2. Two
3. Three
4. Four or more

24. Have any of your other living relatives who are college age or older who have been or are going to a college or university?

MOTHERS SIDE ( )56

FATHERS SIDE ( )57

1. Almost none
2. Some
3. About half
4. Many
5. Almost all
6. I have no idea

25. Who provides the main source of support in your parents family?
(USE CUE SHEET 33M)

1. Father
2. Male guardian or male relative ( )58
3. Mother
4. Female guardian or female relative
5. I live in an institution
6. Father (male guardian or male relative) but my mother (female guardian or female relative) supplies a substantial amount of support.
7. Mother (female guardian or female relative) but my father (male guardian or male relative) supplies a substantial amount of support.
8. Someone not listed above.

26. What kind of work does your FATHER or MALE GUARDIAN usually do?
(Print his usual work on the line below). ( )59
( )60

(RECORD NAME OR DESCRIPTION)______________________________ [ ]61

____ [ ]62

[ ]63

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET 3)
(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY AS THE FOLLOWING QUESTIONS)

If farmer, what is size of farm in acres?
What does he do in his work? (Most important duties)
What kind of business or industry is he in?

27. What kind of work does your MOTHER or FEMALE GUARDIAN usually do?
(Print her usual work on the line below).
( )64

(RECORD NAME OR DESCRIPTION)______________________________ ( )65

____ [ ]66

(CODE OCCUPATION USING OCCUPATIONAL CATEGORIES CUE SHEET 3) [ ]67
(IF NECESSARY TO PLACE IN OCCUPATIONAL CATEGORY ASK THE FOLLOWING [ ]68

If farmer, what is size of farm in acres?
What does she do in her work? (Most important duties)
What kind of business or industry is she in?

28. How satisfied would you say the following people are with your father's occupation? Your Mother, your father, yourself?

Mother ( )69

1. Very dissatisfied
2. Somewhat dissatisfed
3. No opinion one way or the other
4. Fairly satisfied
5. Very satisfied

Father ( )70
Self ( )71

29. How satisfied do you think the following people are with your mother's occupation? Your father, your mother, yourself?

1. Very dissatisfied
2. Somewhat dissatisfied
3. No opinion one way or the other
4. Fairly satisfied
5. Very satisfied

Father ( )72

Mother ( )73

Yourself ( )74

30. This next question is about your parents combined yearly income. We have the possible answers in income categories. In which income range does their yearly income fall?

( )75
( )76

As of May 1973, what was the combined approximate income, before taxes, of both your father and your mother? Include taxable and nontaxable income from all sources. (USE CUE SHEET 34M)

	(Choose one)
Less than $3,000 a year (about $60 a week or less)	01
Between $3,000 and $5,999 a year (from $60 to $119 a week)	02
Between $6,000 and $7,499 a year (from $120 to $149 a week)	03
Between $7,500 and $8,999 a year (from $150 5o $179 a week)	04
Between $9,000 and $10,499 a year (from $180 to $209 a week)	05
Between $10,500 and $11,999 a year (from $210 to $239 a week)	06
Between $12,000 and $13,499 a year (from $240 to $269 a week)	07
Between $13,500 and $14,999 a year (from $270 to $299 a week)	08
Between $15,000 and $17,999 a year (from $300 to $359 a week)	09
Between $18,000 and $24,999 a year (from $360 to $480 a week)	10
Over $25,000 a year (about $481 a week or more)	11

You don't have to give their exact income, just tell me which income bracket if falls into.

(START BY ASKING IF MORE OR LESS THAN $10,500. IF R SAYS LESS, THEN, ASK IF MORE OR LESS THAN $6,000, etc., IF MORE, THEN ASK IF MORE OR LESS THAN $15,000 etc.)

31. What did you perceive your parents income to be In comparison to the income of the parents of other students in your high school?

    1. One of the highest incomes ( )77
    2. Higher than average
    3. Just average
    4. Less than average
    5. One of the lowest incomes

32. How did you feel your parents were considered by others in your community?

    1. Very important people ( )78
    2. Ratherimportant people
    3. Just average people
    4. Of less than average importance
    5. Not at all important

33. If you had problems in high school years, could you talk them over with your father or mother? Your father? Your mother?

    1. Never Father ( ) 79
    2. Seldom
    3. Sometimes Mother ( ) 80
    4. Usually
    5. Always

34. Generally, how close would you say your immediate family is? (Parents, brothers, and sisters)

    Card Fifteen

    1. Extremely distant ( ) 11
    2. Distant
    3. Fairly distant
    4. Fairly close
    5. Close
    6. Very close

N. Individual General Questions

1. How long had you lived in the community in which you lived in your senior year of high school? ( ) 12

   1. 1 year or less
   2. One to two years
   3. Three or four years
   4. Five to ten years
   5. Ten to twenty years

2. Where did you live while in high school? (Type of place) ( ) 13 ( ) 14

   (CODE USING RESIDENTIAL CODE SHEET, CUE 2 (a))

   1. On a farm
   2. In the open country but not on a farm
   3. In a village under 2,5000
   4. In a town of 2,500-10,000
   5. In a small city or town over 10,000 but fewer than 50,000
   6. In a medium-size city (50,000-100,000 people)
   7. In a suburb of a medium size city
   8. In a large city (100,000-500,000 people)
   9. In a suburb of a large city
   10. In a very large city (over 500,000 people)

3. In which of the following places are you living at the present time? ( ) 15

   1. At home with my parents or guardian
   2. Some other place in the same town or neighborhood
   3. Some other place in another town or neighborhood

4. Which best describes the area where you live now? ( ) 16 ( ) 17

   (CODE USING RESIDENTIAL CODE SHEET - SEE Q 2 ABOVE)

5. Of the following, where would you prefer to live and work? ( ) 18

   1. In the immediate community of hometown or parents' farm?
   2. Another town or city in Nebraska
   3. Another town or city outside of Nebraska

6. What kind of an area or place would you prefer to live and work in? ( ) 19 ( ) 20

   (CODE USING RESIDENTIAL CODE SHEET - SEE Q 2 ABOVE)

7 . How many persons other than yourself are dependent on you for financial support? ( ) 21

1. None
2. One
3. Two or more

8 . Is any language other than English ever spoken by your family members in your home? ( ) 22

1. Yes
2. No

a. (IF YES) What language or languages other than English are spoken in your home? (LIST THEM) [ ] 23

a.____ [ ] 24

b.____

b. (FOR EACH LANGUAGE OTHER THAN ENGLISH) How frequently is it spoken in your home? ( ) 25

1. Almost all the time (More often than English)
2. Often (Almost 1/2 the time)
3. Occasionally

9 . How do you describe yourself? ( ) 26

1. American Indian
2. Black or Afro-American or Negro
3. Mexican-American or Chicano
4. Puerto Rican
5. Other Latin-American origin
6. Oriental or Asian-American
7. White or Caucasian
8. Other

10 . While you were in high school. Which of the following did you have in your home?

		Not Did Have	Did Have	
1.	A specific place for study	1	2	( )27
2.	Daily newspaper	1	2	( )28
3.	Dictionary	1	2	( )29
4.	Encyclopedia or other reference books	1	2	( )30
5.	Magazines	1	2	( )31
6.	Record player	1	2	( )32
7.	Tape recorder or cassette player	1	2	( )33
8.	Color television	1	2	( )34
9.	Typewriter	1	2	( )35
10.	Electric dishwasher	1	2	( )36
11.	Deep freeze locker	1	2	( )37
12.	Two or more cars or trucks that run	1	2	( )38

11. When you were a senior in high school, how often did you anticipate that the following teaching methods would be used in college. (USE CUE SHEET 35N)

	Never	Seldom	Fairly often	Frequently	
1. Listening to the teacher lecture	1	2	3	4	( )39
2. Participating in student centered discussions	1	2	3	4	( )40
3. Working on a project or in a laboratory	1	2	3	4	( )41
4. Writing essays, themes, poetry or stories	1	2	3	4	( )42
5. Going on field trips	1	2	3	4	( )43
6. Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4	( )44
7. Using teaching machines or computer assisted instruction	1	2	3	4	( )45
8. Watching television lectures	1	2	3	4	( )46
9. Watching films or slides	1	2	3	4	( )47

12. How important would you say each of the following should be as a purpose of a college or university education? (USE CUE SHEET 35N)

	Not Important	Somewhat Important	Very Important	
1. Provide vocational training	1	2	3	( )48
2. Provide training which would give a person the ability to participate effectively as a citizen in the democratic political process	1	2	3	( )49
3. Develop the ability to get along with many kinds of people	1	2	3	( )50
4. Provide a general education and appreciation of ideas	1	2	3	( )51
5. Prepare youth for further education	1	2	3	( )52
6. Develop knowledge of and interest in community and world problems	1	2	3	( )53
7. Develop moral judgement, ethical standards and values	1	2	3	( )54
8. Prepare youth for a happy marriage and family life	1	2	3	( )55
9. Help the individual's personal growth and self understanding	1	2	3	( )56
10. Train youth how to function effectively as part of a large scale organization	1	2	3	( )57

What do you think the following three types of post-secondary educational institutions could do to make themselves more attractive or more useful to young persons who may consider enrolling in them? (The State University, The State Colleges, The Technical Community Colleges)

13. The University of Nebraska

VERBATIM: ______________________________ ☐ 58

______________________________ ☐ 59

______________________________ ☐ 60

______________________________ ☐ 61

14. State Colleges

VERBATIM: ______________________________ ☐ 62

______________________________ ☐ 63

______________________________ ☐ 64

______________________________ ☐ 65

5. Technical Community Colleges

VERBATIM: ______________________________ ☐ 66

______________________________ ☐ 67

______________________________ ☐ 68

______________________________ ☐ 69

16. What do you think technical community colleges, 4-year colleges or universities could do to help students decide what to do about jobs and further education?

VERBATIM: ______________________________ ☐ 70

______________________________ ☐ 71

______________________________ ☐ 72

______________________________ ☐ 73

FILL IN THE FOLLOWING ITEMS IMMEDIATELY AFTER CONCLUDING PERSONAL INTERVIEW

A. Who was interviewed?

1. Mother (or female guardian)
2. Father (or male guardian)
3. Other, please specify ______________________ ( ) 74

B. Total length of interview: ______________________ ( ) 75
( ) 76
( ) 77

Month ( ) 78

C. Date of interview: ______________________
Month - Day

Day ( ) 79
( ) 80
Card Sixteen

D. Day of week of interview: ( ) 11

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

E. In general, what was the respondent's attitude tword the interview?

1. Friendly and eager ( ) 12
2. Cooperative, but not particularily eager
3. Indifferent and bored
4. Hostile

F. Was respondent's understanding of the questions: ( ) 13

1. Good
2. Fair
3. Poor

G. Interviewer's signature: ______________________